Evaluation of the Teacher Quality Enhancement Project, English Language Learner (ELL) Component

Year Two

Year Two Annual Report, May 2008

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Acronyms

AEA: Area Education Associations, Iowa is divided into ten areas, see http://www.iowaaea.org/

CogAT: Cognitive Abilities Test (Lohman & Hagen, 2001)

DOE: Department of Education, http://www.iowa.gov/educate/

EAP: English for Academic Purposes

EASEL: Enhancing and Advancing Science for English Learners

ELD: English Language Development

ELDA: The English Language Development Assessment

ELL(s): English Language Learner(s)

ESL: English as a Second Language

ICLC: Iowa Language and Culture Conference

IDEIA: Individuals with Disabilities Education Improvement Act

IHEs: Institutes of Higher Education

L1: First language; L2: Second language

LEP: Limited English Proficient

NAGC: National Association for Gifted Children

NCLB: No Child Left Behind legislation, http://www.ed.gov/nclb/landing.jhtml

NCTM: National Council for Teachers of Mathematics

NES: Native English Speaker

NSS: Native Spanish Speaker

RTI: Response to Intervention

SDAIE: Specially Designed Academic Instruction in English, http://www.rohac.com/sdaieinfo.htm

SINAs: Schools in Need of Assistance

SIOP: Sheltered Instruction Observation Protocol

TAG: Talented and Gifted

TESOL: Teachers of English to Speakers of Other Languages

TQE: Teacher Quality Enhancement Program,
http://www.iowa.gov/educate/index.php?option=com_staticxt&staticfile=default.htm

TWI: Two Way Immersion (a type of dual language program)

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1. EXECUTIVE SUMMARY

This report summarizes the evaluation activities during Year Two of the Teacher Quality Enhancement, English Language Learner (TQE, ELL or TQELL) project. The TQE Program, Goal 2 Project, proposes to improve teaching for diverse populations by building the capacity of teacher educators and teacher candidates to meet the learning needs of English Language Learners (ELLs) across the grades and the curriculum. Project activities under Goal 2 include two teacher professional development opportunities that focus on English Language Learners (ELLs) and, for some participants, use of grant-funded Polycom Web-conferencing equipment that may be used in collaboration with schools.

During Year One, project staff recruited two cohorts of participants: (1) selected higher education faculty members who design and deliver some of the state's teacher training programs, and (2) selected pre-service future teachers who are enrolled in these programs. Recruitment of participants continued into Year Two, due to the attrition of some participants. Following procedures similar to those in Year One, TQELL has continued to implement two major opportunities for learning in this reporting period. A recurring annual event in the TQELL program is the Iowa Languages and Culture Conference (ICLC). It has been available for TQELL educators and candidates in February 2006, 2007, and 2008. In these years, it has provided participating educators and candidates special opportunities to increase their learning about ELLs. A second major feature of the TQELL component is the ELL Summer Institute, which TQELL participants could attend in 2006 and 2007. This report focuses on the 2007, 2008 ICLC and the 2007 ELL Summer Institute.

A new component implemented in the Year 2 was the acquisition of Polycom Web-based conferencing equipment, for which currently participating and new IHE faculty and LEAs were eligible to apply. Fifteen four-year IHEs, five community colleges, and six LEAs received complete equipment during Year 2. A large number of IHEs reported their focus was on troubleshooting and working out logistical issues (see section 4.6.5); the evaluation for Year 3 of the project will continue to focus on how the Polycom technology is implemented, including the extent of collaboration between IHEs and LEAs.

The exact number of participating IHEs, teacher educators and teacher candidates depends on the activity that is being described. Not all eligible IHEs participated in all activities or provided information for this report. With regard to the 2007 ICLC, 12 IHEs sent a total of 31 teacher educators. A total of 17 teacher educators from eight participating IHEs filled out and returned surveys. Eleven (of the 12) IHEs sent a total of 55 teacher candidates who registered for the ICLC. A total of 25 teacher candidates from seven IHEs (of these 11) filled out and turned in surveys. Regarding the educator interviews, at least one educator from ten (of 14) IHEs participated. For the ELL Summer Institute evaluation, a total of 25 educators and 28 candidates completed and returned a survey. There were 22 candidates and 20 educators who participated in the 2008 ICLC evaluation.

The evaluation findings from these project activities are organized by six evaluation questions. Sections prior to the results are to aid the reader in understanding the nature of the professional development and the instruments used to evaluate the professional development.

1) Given the overarching goal of improving the learning of ELLs in math, science, and language, what are the needs of the Institutes of Higher Education (IHE) participants,

both teacher educators and teacher candidates, in order to best serve the ELLs' academic growth?

2) What are the key features of the TQELL component, how many educators and candidates have participated, and what was their evaluation of it, given Question 1 above?

3) In what ways has participation been beneficial to IHE participants?

4) How have IHE participants' planning, curricula and teaching improved with regard to ELLs?

5) In what ways have teacher candidates benefited directly and indirectly in ways that will positively affect ELLs and their learning in key content areas?

6) How might the TQELL component be improved in Year Three?

Summary of Findings

With regard to the first evaluation question, the needs of educators and candidates are generally aligned with the project goals. For example, a number of useful areas identified by candidates and educators were addressed in the ELL Summer Institute (see participant observations, section 4.2.1), including ELL strategies, special education, gifted and talented, dual language programs, potential cultural barriers, and writing, among others. Sources of evidence to address this question included results from the third quantitative section of the 2007 ICLC surveys and the results of two open-ended questions from the 2007 ELL Summer Institute survey. One area of need that was not addressed at the Summer Institute, the opportunity to observe actual classrooms with ELLs, will be addressed with the Polycom technology that will be implemented in Year Three of the project. Twelve of the 14 participating IHEs applied for and received a Polycom unit; an additional four IHEs received a Polycom and may be invited to attend other project activities in Year 3.

The second evaluation question asked participants: what are the key features of the TQELL component, how many educators and candidates have participated, and what was their evaluation of it, given Question I above?   This evaluation question was addressed by participant observations from the 2007 ELL Summer Institute, the engagement of teacher candidates and educators at the 2007 Summer Institute, and demographic information regarding the candidates' and educators' educational background, participation in the TQE professional development, experiences teaching ELLs, and other demographic variables.

Educators reported high engagement in six sessions from the 2007 ELL Summer Institute: Helene Grossman's *Strategies for Effective Communication*, all three of Kathleen Bailey's sessions, Sharon Jensen's *Teacher quality panel*, and Vinh Nguyen's *Parents and community panel*. Candidates reported high engagement for the following eight sessions: Judy Kinley's *Elementary Math*, all three of Kate Kinsella's sessions, Shelly Fairbairn's *Vocabulary*, Socorro Herrera's two sessions, and Vinh Nguyen's *Parents and Community panel*. Both candidates and educators reported high engagement in the following four sessions: Helene Grossman's *Strategies for Effective Communication*, *Life in a second language simulation* and *discussion*, the *Second language experience in the content areas,* and John Dunkhase and Vicki Burketta's *Elementary math and science*.

Concerning the third evaluation question, educators and candidates reported a number of benefits from the TQELL project activities. Candidates and educators reported more confidence about their knowledge and skills for teaching ELLs following both the ICLC and the ELL Summer Institute. Sources of evidence to address this question include various findings from the ICLC, including a retrospective pre-post scale, a Likert-type scale which addresses candidates' and educators' value rankings for topics at the ICLC, and selected open-ended questions. Various

findings from the ELL Summer Institute survey also address this question, including responses to a quantitative scale which asked candidates and educators to rate the usefulness of each session and responses to open-ended questions about perceived utility.

Key items from the 2007 ELL Summer Institute included: I *am able to recognize the specific needs of ELLs, I am able to respond to the important challenges of classroom instruction of ELLs, I am able to recognize different educational need of ELLs in my classroom, and I am able to teach ELLs effectively in my content area(s)*. For all of these items, the mean for candidates' and educators' self-reported abilities following the Institute were higher than before the Institute, suggesting that they considered themselves to have learned and acquired new skills. Further, the standard deviations on the majority of items were lower following the Institute, suggesting less variation among participants after the sessions.

The fourth evaluation question asked: How have IHE participants' planning, curricula and teaching improved with regard to ELLs? Evidence to address this question included open-ended responses from the 2007 ICLC survey and results from the teacher educator interviews. Candidates most often reported an intention to implement strategies learned at the ICLC or the ELL Summer Institute, including the Picture Word Induction Model (PWIM), phonemic awareness, scaffolding, various language activities, paying attention to teacher pronunciation, academic language, and incorporating language objectives into content objectives.

Educators reported increased confidence on their part as well as higher student interest in the TQELL project and in teaching ELLs. Many educators also reported that they had included ELL issues in courses with teacher candidates since the 2006-2007 school year. Some strategies and activities implemented by educators included: differentiation and accommodations, culture and empathy, language acquisition, academic language, SIOP, and stimulating classroom discussions regarding ELLs. At least two institutions reported substantial departmental changes regarding ELLs; one educator attributed these changes completely to the TQE project.

The fifth evaluation question asked: *In what ways have teacher candidates benefited directly and indirectly in ways that will positively affect ELLs and their learning in key content areas?* Evidence toward answering this question includes findings from the teacher educator interviews, teacher candidate interviews, candidates' responses to a retrospective pre-post survey at the ELL Summer Institute, candidates' open-ended responses from the ELL Summer Institute, and interviews conducted with a small number of candidates. One possible way that candidates may positively affect ELLs' learning is that candidates may implement strategies learned at the ELL Summer Institute. The majority of candidates reported intent to implement various strategies learned at the Institute. Another benefit, as reported by educators during the interviews, was the potential for increased awareness in the candidates of the needs of ELLs and greater cultural sensitivity in interactions with ELLs.

The sixth evaluation question asked, *how might the TQELL component be improved in Year Three?* The responses to this question mentioned specific sessions that could be improved, additions to the list of topics addressed, groups dedicated to preservice teachers, and different scheduling. Candidates and educators suggested various improvements, including suggested topics for sessions and the ability to choose their own sessions at conferences. One of the biggest challenges for the TQELL lead team is how to address the diverse needs of the educators and candidates, who range from those with no experience to several who have high levels of expertise.

With regard to the integration of the evaluation in the ELL component, the evaluation team and the TQELL lead team have established an effective working relationship. The TQELL lead team has offered suggestions and feedback to the evaluation team and in turn the lead team has implemented changes in the program activities given the evaluation findings. For example, candidates and educators (if they were alumni) were able to choose their own sessions at the 2007 ELL Summer Institute and in the 2008 ICLC. Further, project participants suggested to the evaluation team that clarifications were needed regarding the role of educators and candidates participating in TQELL. In fall 2008, following an informal report from the evaluation team, the lead team planned activities for the ICLC and addressed this concern, as well as other suggestions detailed under the fifth evaluation question.

Similar to Year One, candidates and educators have reported numerous positive outcomes related to their participation in the TQELL component of the TQE project. Due to the responsiveness of the lead team to the evaluation findings, some of the recommendations in this report are already being considered in program activities. However, there is still some confusion among candidates and educators regarding the expectations of the TQELL project. At least some educators and candidates are unaware of the components of TQE or what it means to be in the project. In addition, the confusion and problems that some educators have had regarding reimbursement have frustrated some participants to the point that they are considering reducing their activities in the project or dropping out of the project. Lastly, a number of participants who received Polycom equipment reported technical problems and other logistical barriers (such as how to collaborate with the schools) that prevented many from implementing this component.

The Year Three evaluation will continue to focus on the professional development experiences of candidates and educators. In addition, the implementation of the Polycom technology will be evaluated. A focus on teacher candidates transitioning from preservice to inservice will also be a goal of the Year Three evaluation. Results from an internal metaevlauation have led the evaluation team to improve its focus on disseminating the evaluation results to program participants and other stakeholders, increasing the utility of the evaluation report to all stakeholders.

2. DESCRIPTION OF THE TQE PROGRAM, ELL COMPONENT AND ITS CONTEXT

2.1 Iowa Culture and Language Conference 2007, 2008

The ICLC is a two-day conference which has been hosted annually for over twenty years by the Iowa State Department of Education. Interested TQE educators and candidates attended the ICLC in Des Moines. Based on sign-in sheets, 81 TQE participants attended the conference in February 2007.

The 2007 pre-conferences started on February 12th at 1:00 p.m. with a TQELL session for teacher educators and administrators. Day one conference activities started with registration at 7:30 a.m. followed by Dr. Lily Wong Filmore from 8:45 a.m. until 10:00 a.m. After Dr. Filmore's plenary session, the TQELL participants had specific sessions to attend during the concurrent sessions, including (among others) an *Orientation to TQELL for new IHEs* and *Were we prepared to teach ELLs?*, featuring a panel of practicing teachers. Day two activities sessions ran from 8:30 a.m. to 10:30 a.m. and from 10:45 a.m. to 12:15 p.m. The TQE sessions included *ISU and You* and *Developing Cultural Literacy*. The major activities of the conference for TQE participants ended after that day's lunchtime keynote speaker, Dr. Jana Fox.

The 2008 pre-conference started on February 18, 2008 and the conference occurred during the following two days. The U.I. Center for Evaluation and Assessment staff were unable to attend due to ice and poor road conditions. Karen Nichols administered the survey to TQELL participants who were able to attend.

2.2 Our Kids, ELL Summer Institute 2007

The 2007 Our Kids, ELL Summer Institute took place from July 31 to August 2. This three day conference, the fourth year of the Our Kids Seminars, took place on the campus of Simpson College in Indianola, Iowa. There were over 400 participants, including at least 25 TQELL teacher educators and 28 teacher candidates.

Five evaluation team members (Jeanne Alnot, Jon Balong, Melissa Chapman, Julie Kearney, and Vernita Morgan) attended nearly all sessions of the Summer Institute as participant observers, recording detailed descriptions of the sessions as presented to the Our Kids participants. Section 4.2.1 provides a detailed description of the Summer Institute as observed by the evaluation team members. With regard to the qualifications of the evaluation team, all team members were experienced program evaluation staff and have graduate completed graduate coursework in evaluation. In addition, three of the team members have extensive public school teaching experience in multiple content areas or experience in teaching at the postsecondary levels.

2.3 Polycom

The evaluation team also attended meetings addressing the use of the Polycom technology. The Polycoms are intended to build a partnership between IHEs and classrooms with ELLs, allowing teacher candidates to virtually experience being in a classroom with ELLs. To date, 37 Polycoms have been purchased with 15 at four-year IHEs, five at community colleges, and six at AEAs. The AEAs received three Polycoms, to be used at the elementary level and secondary levels. The Year 3 evaluation will rely on the Polycom equipment, which may be used to conduct classroom observations of teacher candidates, depending on scheduling and the allocation of the technology.

3. Methodology

A variety of procedures were used to collect information to address the six evaluation questions guiding this study. Details on the methods used and specific procedures for each of these methods are provided in the following subsections. Interview protocols are provided in Appendix C and survey forms are provided in Appendix D.

3.1 Participant Observations of the 2007 ELL Summer Institute

Participants in the Our Kids 2007 Summer Institute were organized into eight strands based on prior participation in past Summer Institutes and, sometimes, subjects taught. Results for two strands, which together constitute the TQE project, are summarized in the current report. Results for the other six strands are summarized in a separate report. For a copy of this report contact the U.I. Center for Evaluation and Assessment staff at coe-cea@uiowa.edu, subject heading: Our Kids Summer Institute 2007 Report. The present report summarizes results for the two strands, consisting of 25 teacher educators and 28 teacher candidates. Since candidates and eductors could enroll in either the Our Kids I or the Our Kids Alumni sessions depending on past participation both strands are addressed in this report.

The session observations are summarized with the following categories, following an Expanded Program/Project Model (The model is described in Appendix A).
- Context, Environment, and Participants
- Needs and Problems Addressed
- Activities and Procedures
- Immediate Outcomes
- Intermediate/Long-Term Outcomes
- Program Theory

3.2 Surveys

During Year Two, the U.I. Center for Evaluation and Assessment staff created six surveys. Five of the surveys were intended to collect data on educators' and candidates' experiences and provide feedback regarding the two professional development opportunities, the ICLCs and the ELL Summer Institute (Our Kids). The sixth survey was created as a means of maintaining contact with teacher candidates as they transitioned from being pre-service to in-service teachers. Each survey is described in further detail in the following subsections.

3.2.1 Iowa Culture and Language Conference 2007 surveys

As of February 2007 there were approximately 150 teacher educators and candidates enrolled in the TQE project; 81 attended the ICLC from one to three days as indicated by the TQE sign-in sheet. Of these, a total of 42 responded to the 2007 TQE survey, which included 25 teacher candidates and 17 teacher educators. An additional three teacher candidates took the survey constructed for the teacher educators; for these respondents, only the demographic responses and opened-ended questions that were asked on both surveys are included in the results.

The candidate and educator surveys consisted of three quantitative sections, a demographic section, and a set of open-ended questions. The quantitative scales included a retrospective pre-post scale of knowledge before and after the ICLC, value ranking of specific aspects of the ICLC, and a needs assessment of possible activities. This third scale was constructed by reviewing open-ended responses on prior surveys completed by TQE participants.

Both surveys were constructed and finalized by staff at the U.I. Center for Evaluation and Assessment. Surveys with a tear-off consent form were distributed at the ICLC by Karen Nichols to each TQE participant during registration. Non-respondents were tracked using the consent form and a courtesy reminder was sent via email. Three teacher educators and one teacher candidate provided surveys following this reminder.

3.2.2 Our Kids ELL Summer Institute 2007 survey

The survey for the 2007 Our Kids ELL Summer Institute was drafted by U.I. Center for Evaluation and Assessment staff and then reviewed by the Our Kids planning staff before being finalized. Because of logistical difficulties in delivering tailored surveys to specific groups of respondents, the evaluation team opted for one omnibus survey that included all items, but not all items were applicable to all participants.

On the final day of the Summer Institute, the survey was administered to all participants following an afternoon presentation. Evaluation team members provided respondents with consent forms and an explanation of the survey while distributing the surveys. All surveys were anonymous and the results were aggregated to protect respondents' anonymity. However, the venue, the Blank Performing Arts Center, did not provide adequate light for participants sitting in the upper level. The evaluation team informed participants that they could complete the survey in the well-lighted area outside of the theater, but most participants remained inside the theater to complete the survey.

The surveys consisted of three quantitative sections, a demographic section, and a set of open-ended questions. The first two quantitative scales (Survey Section I), concerned the sessions and presenters at the 2007 Institute. The first scale had five points, with anchors at 1, *not at all useful*, and 5, *very useful*. The second scale also had five points, each with a descriptor: 1 = *non-learner*, 2 = *semi-attentive*, 3 = *engaged recipient*, 4 = *active cooperator* and 5 = *advanced synthesizer and integrator*. Both scales also had a *no response* (nr) option.

The third quantitative section (Survey Section II), asked educators and candidates to rate their ELL-specific skills and practices before and after the Institute. The item stems were organized into nine sections, including: ELL needs and instruction, language and literacy, content-area knowledge and instruction, using data/ data-driven instruction, assessment, special education, dual language, ELL policies and programs, and culture and community. Educators and candidates were asked to complete items by using a six point agreement scale, which ranged from *strongly agree* (6) to *strongly disagree* (1).

The open-ended questions asked participants to describe what knowledge they had hoped to gain at the Institute, the extent that the Institute had been a good investment of time and energy, and what the educators and candidates hoped to accomplish related to ELLs in the upcoming year. Evaluation team members read through participants' responses and found emerging themes. They developed categories from these themes and coded individual responses.

3.2.3 Teacher candidate online survey

In summer 2007, teacher educators at six IHEs provided contact information for their teacher candidates so that the evaluation team could invite them to participte in a four-question, online, Websurveyor survey. In early fall 2007, thirty-one candidates completed and submitted the survey.

3.2.4 Iowa Culture and Language Conference 2008 surveys

As of February 2008 there were approximately 155 teacher educators and candidates "enrolled," meaning that 155 educators and candidates had been invited to attend at least one of the two professional development sessions (Our Kids or the ICLC) and/or participate in the Polycom component. Due to weather and poor driving conditions the evaluation team was not able to attend, so the survey was distributed by Karen Nichols. A total of 42 TQELL participants responded to the 2008 TQE survey, which included 22 teacher candidates and 20 teacher educators.

The candidate and educator surveys consisted of three quantitative sections, a demographic section, and a set of open-ended questions. The quantitative scales included: a retrospective pre-post scale of knowledge before and after the ICLC, a value scale with items concerning specific aspects of the ICLC, and an implementation section where respondents reported the activities and extent to which those activities had been implemented. Both surveys were constructed and finalized by staff at the U.I. Center for Evaluation and Assessment.

3.3 Educator Interviews

Semi-structured interviews were conducted in the early spring of 2007 by staff at the U.I. Center for Evaluation and Assessment. The interview protocol was drafted and revised by staff at the U.I. Center for Evaluation and Assessment; the final interview protocol is in Appendix C. Previous survey responses, particularly to open-ended questions, were used to guide the question development and potential follow-up questions. After the first five interviews, the protocol was reviewed but no revisions were necessary. Interview length ranged from 15 minutes to nearly an hour, depending on the interviewees' available time and length of response to the questions and probes during the interview.

Participants were recruited by a snowball sampling procedure. The initial participants were nominated by the TQE administrator as being persons likely to participate in an interview. Seven teacher educators were identified, of which five consented to and participated in an interview. These initial interviewees were asked to suggest other teacher educators with whom the evaluation team should speak. An additional ten teacher educators were nominated, with six consenting to and participating in an interview.

After this nomination process was exhausted, all other teacher educators were asked to participate in an interview. Of the 57 teacher educators participating in the TQELL program, 56 were asked to participate in an interview. One teacher educator had previously declined to participate and was not asked. All initial requests for participation were sent via email to individual teacher educators. Responses were received from 31 educators, and 20 participated in an interview. Table 1 displays interview participation by Institute of Higher Education (IHE). Of the 14 participating IHEs, at least one educator from ten institutions participated in an interview.

Table 1: *Educator interview participation by IHE*

Institution	Educator n	Interviews Completed	Declined	No Response
Briar Cliff University	2	2	0	0
Buena Vista College	2	0	0	2
Dordt College	2	1	0	1
Drake	6	2	2	2
Emmaus Bible College	2	0	1	1
Graceland University	4	0	0	4
Iowa State University	10	3	3	4
Morningside College	3	3	0	0
Mount Mercy College	2	1	1	0
Northwestern	3	0	2	1
Simpson College	4	1	0	3
University of Northern Iowa	9	5	1	3
Upper Iowa University	4	2	0	2
William Penn University	4±	2	0	1
Total	57	22	10	24

±One educator was not asked to participate in an interview

There were ten educators who declined an interview for various reasons. Four participants were no longer participating in the TQELL program for a variety of reasons, including scheduling conflicts, lack of fit to program criteria (e.g., they did not prepare k-12 teachers), or job transfers.

Four participants were involved with TQELL but did not think they could speak to their experiences in this program. Two of these participants cited their low participation as a reason and one stated they were not currently teaching k-12 teacher candidates. One educator declined because they were too busy and two did not provide reasons for declining an interview.

3.4 Candidate Interviews

During January and February 2008, CEA staff emailed the 31 teacher candidate participants who had indicated, via the Websurveyor survey, a willingness to participate in a telephone interview. If the teacher candidate did not respond within approximately 10 days, a second request was also sent. Fourteen participants responded; 12 participated in interviews, one offered to answer questions by email, and one participant said they did not want to be interviewed.

Table 2: *Candidate interview participation by IHE*

Institution	Candidate n	Interviews		
		Completed	Declined	No Response
Briar Cliff University	2	1	0	1
Buena Vista College	2	2	0	0
Drake	3	3	0	0
Iowa State University	1	0	0	1
Morningside College	1	0	0	1
Mount Mercy College	2	1	0	1
Northwestern	2	0	1	1
Simpson College	8	2	0	6
University of Northern Iowa	2	0	0	2
William Penn University	8	4±	0	4
Total	31	13	1	17

±One candidate responded to the questions via email

4. EVALUATION QUESTIONS AND FINDINGS

In order to gather information useful for formative and summative decision making, the evaluation addressed the following questions. The findings, based on analyses of the information sources described in Section III of this report, are organized by six research/evaluation questions.

1) Given the overarching goal of improving the learning of ELLs in math, science, and language, what are the needs of the Institutes of Higher Education (IHE) participants, both teacher educators and teacher candidates, in order to best serve ELLs' academic growth?
2) What are the key features of the TQELL component, how many educators and candidates have participated, and what was their evaluation of it, given Question 1 above?
3) In what ways has participation been beneficial to IHE participants?
4) How have IHE participants' planning, curricula and teaching improved with regard to ELLs?
5) In what ways have teacher candidates benefited directly and indirectly in ways that will positively affect ELLs and their learning in key content areas?
6) How might the TQELL component be improved in Year Three?

The first two questions were selected to evaluate the extent to which the program activities and the participants' needs were aligned. Further, questions three and six were selected to provide formative feedback on the ways in which program participation had been beneficial and ways in which the project could be improved in Year Three. The fourth question was selected to evaluate the extent to which changes in participants' behavior had occurred with regard to teacher candidate's preparation to teach ELLs; further evidence will be collected toward answering this question in subsequent evaluation years. Question five was selected as part of the longer term project outcome goals to evaluate the extent that teacher candidates, once they become in-service teachers, positively affect the learning of ELLs.

Evaluation question five will only be partially addressed in this report, as the evaluation plan for the third year will address additional questions specific to teacher candidates' practices with ELLs after they have entered the teaching profession. Subsequent evaluation reports will also attempt to address how to assess and evaluate the impact of the TQELL project on selected ELLs in the new teachers' classrooms and the implementation of the Polycom technology.

The following subsections for each evaluation question present the evaluation findings, which are organized by research/evaluation question; therefore results from each method or survey are not reported in their entirety without interruption. Readers interested in the instruments and complete findings for a specific instrument should contact the U.I. Center for Evaluation and Assessment for a copy of the formative and interim reports or for other additional information.

4.1 Q1 Findings

The first evaluation question focused the needs of the IHE participants, both teacher educators and teacher candidates, in order to best serve the ELLs' academic growth. Sources of evidence to address this question included results from the third quantitative section of the 2007 ICLC surveys and the results of two open-ended questions from the 2007 ELL Summer Institute survey. The open-ended items included question 1, *please discuss whether there is any specific knowledge that you had hoped to gain that was not included in the Summer Institute*, and question 5, *what support will you need to be able to effectively implement changes in classroom practice related to ELLs.*

Both candidates and educators rated most of the activities high. On the six-point scale, educators' lowest average rating was a 4.00 and all but one activity was rated above 4.50 by the teacher candidates. Both candidates and educators rated two activities among the highest of the activities, *learning about strategies for integrating language skill building into content area subjects* and *learning about potential cultural barriers*.

4.1.1. Educators' and candidates' needs, 2007 ICLC Survey

The third quantitative section of the 2007 ICLC survey allowed respondents to agree or disagree with statements regarding activities that may better prepare them to meet the needs of ELLs. Respondents included 17 teacher educators and 25 teacher candidates. The six-point Likert scale for each item ranged from *strongly agree* to *strongly disagree*. The directions for this section were as follows:

> *Using the scale below, please rate each of the following activities indicating how strongly you agree or disagree that they would help you become better prepared to educate ELLs. If the statement does not apply to you, you have no opinion, or you choose not to respond, please circle "nr."*

The scale was as follows:

Strongly Agree SA (6)	Moderately Agree Ma (5)	Slightly Agree Sa (4)	Slightly Disagree Sd (3)	Moderately Disagree Md (2)	Strongly Disagree SD (1)	No Reponse nr

Table 3 below lists frequencies, means, and standard deviations of responses related to skills and actions for the 25 teacher candidates who participated and responded. Table 3 is organized by mean in descending order so that the highest reported mean, for Item 4, is the first listed item.

Table 3: *Teacher candidates' reported activity needs toward preparation to teach ELLs*

The following activities would be helpful in preparing me to teach ELLs:	Frequencies						*Mean*	*SD*
	6	*5*	*4*	*3*	*2*	*1*		
4. Observing classrooms with ELLs	16	7	2	0	0	0	5.56	0.65
13. Learning about potential cultural barriers	16	6	3	0	0	0	5.52	0.71
14. Hearing ideas about effective communication with the families of ELLs	15	7	3	0	0	0	5.48	0.71
12. Learning about strategies for integrating language skill building into content area subjects	15	6	3	1	0	0	5.40	0.87
16. Learning about strategies to teach writing skills to ELLs	13	8	2	1	0	0	5.38	0.82
2. Hearing first-hand accounts from ELLs	12	9	4	0	0	0	5.32	0.75
3. Viewing modeling of actual lessons for ELLs	13	7	5	0	0	0	5.32	0.80
5. Talking with practicing mainstream classroom teachers	11	11	3	0	0	0	5.32	0.69
11. Learning about strategies for identifying ELLs who have special needs	11	8	4	0	0	0	5.30	0.76
15. Learning about strategies to teach writing skills to ELLs	11	10	4	0	0	0	5.28	0.74
18. Acquiring information on academic language versus everyday language	10	12	1	2	0	0	5.20	0.87
9. Taking part in a second language simulation	7	10	4	0	0	0	5.14	0.73
10. Learning about strategies for identifying talented and gifted ELLs	11	7	4	2	0	0	5.13	0.99
8. Acquiring strategies on using traditional assessments to test ELLs	8	12	2	2	0	0	5.08	0.88
7. Acquiring information on alternative assessments for ELLs	8	11	3	2	0	0	5.04	0.91
1. Viewing videos of ELL classrooms	7	10	7	1	0	0	4.88	0.97
17. Acquiring information on dual language programs	7	8	6	1	1	0	4.83	1.07
20. Learning about legal issues related to ELLs	4	11	7	1	0	0	4.78	0.8
6. Talking with other TQE participants	3	10	10	0	1	0	4.58	0.88
19. Being paired with another TQE participant during conferences such as the ICLC	0	5	6	6	3	1	3.52	1.17

n=25

Means for candidates' responses were high for nearly all activities, with 15 activities receiving a mean of over 5.00, meaning candidates moderately agreed that those activities would be helpful in preparing candidates to teach ELLs. One one activity, being paired with another TQE participant during professional development opportunities, received a mean under 4.00.

Table 4 lists the means and standard deviations of responses related to skills and actions for the 17 teacher educators who participated and responded. Table 4 is organized by mean in descending order so that the highest reported mean, for Item 12, is the first listed item.

Table 4: *Teacher educators' reported activity needs toward preparation to train teacher candidates*

The following activities would be helpful in preparing me to train teacher candidates:	Frequencies						*Mean*	*SD*
	6	*5*	*4*	*3*	*2*	*1*		
12. Learning about strategies for integrating language skill building into content area subjects	12	4	0	0	0	0	5.75	0.45
13. Learning about potential cultural barriers	11	5	1	0	0	0	5.59	0.62
1. Viewing videos of ELL classrooms	10	5	2	0	0	0	5.47	0.72
2. Hearing first-hand accounts from ELLs	9	7	1	0	0	0	5.47	0.62
3. Seeing examples of exceptional teacher preparation programs	10	5	2	0	0	0	5.47	0.72
4. Observing classrooms with ELLs	11	4	1	1	0	0	5.47	0.87
14. Hearing ideas about effective communication with the families of ELLs	8	9	0	0	0	0	5.47	0.51
9. Taking part in a second language simulation	8	6	3	0	0	0	5.29	0.77
11. Learning about strategies for identifying ELLs who have special needs	6	7	2	0	0	0	5.27	0.70
7. Acquiring information on alternative assessments for ELLs	5	11	1	0	0	0	5.24	0.56
15. Learning about strategies to boost the non-cognitive skills of ELLs (e.g.,self-confidence)	9	4	3	1	0	0	5.24	0.97
16. Learning about strategies to teach writing skills to ELLs	6	9	2	0	0	0	5.24	0.66
5. Talking with practicing mainstream classroom teachers	7	6	4	0	0	0	5.18	0.81
10. Learning about strategies for identifying talented and gifted ELLs	6	6	2	1	0	0	5.07	1.10
8. Acquiring strategies on using traditional assessments to test ELLs	3	12	2	0	0	0	5.06	0.56
18. Acquiring information on academic language versus everyday language	6	6	3	1	0	0	5.06	0.93
6. Talking with other TQE participants	5	7	3	1	1	0	4.82	1.13
17. Acquiring information on dual language programs	4	7	5	1	0	0	4.82	0.88
20. Learning about language issues related to ELLs	4	7	4	0	1	0	4.81	1.05
19. Being paired with another TQE participant during conferences such as the ICLC	2	2	7	2	2	0	4.00	1.20

n=17

Observing classroom with ELLs, either through videos or in person, was listed as a top need by both educators and candidates. Another activity with high means for both candidates and educators was question 13, learning about potential cultural barriers. Teacher educators also

reported a high value for question 3, seeing examples of exceptional teacher preparation programs.

4.1.2 Findings concerning educators' needs from the 2007 ELL Summer Institute survey

This survey had two open-ended questions related to benefits of the ICLC conference for them as (future) teachers of ELLs. The questions and the responses the educators provided are listed in the next sub-section.

> *Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?*

Seventeen educators responded to the first question, giving a total of 21 responses.   Table 5 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 5: *Educators' categories and responses in each category for the question: Please discuss whether there is any specific knowledge that you had hoped to gain that was not included in the Summer Institute*

Category	Response Frequency
Strategies	3
Special education	3
Data, assessment, and curriculum	3
Law and policy	2
ELL and its role in education	2
Suggestions for activities during sessions	2

There were six educators who indicated they had gained the knowledge they had hoped to gain and that there was nothing they had hoped to learn and did not.   The remaining eleven participants' responses were organized in the categories in Table 5.   Three educators indicated each of the following categories: strategies, special education, and data, assessment, and curriculum.   The specific strategies mentioned included differentiated instruction, math/science, and spelling strategies.

Two educators indicated each of the following categories: law and policy, ELL and its role in education, suggestions for activities during sessions. A specific suggestion in the law and policy category included immigration law and legislature. An exemplar of the next category, ELL and its role in education was: "just more knowledge/awareness of ELL and its role in education." Suggestions for activities during sessions included "more hands on" activities and that educators be allowed to stay with the teacher candidates during sessions.

The fifth question on this survey also addressed needs by asking educators to indicate:

> *What support will you need to be able to effectively implement changes in classroom practice related to ELLs?*

There were 16 participants who provided a response to this item, providing a total of 17 responses. Three of these participants indicated the question was not applicable. Table 6 and the narrative below provide information on the categories and frequency of responses in each category.

Table 6: *Educators' categories and responses to the question: What support do you need to be able to effectively implement changes in classroom practice related to ELLs?*

Category	Response Frequency
Support from schools, in-service teachers	3
Support from colleagues, team members	3
Money	3
Time	3
Access to information	2
IHE is supportive	1
Additional information on science	1
Everyone needs to be on board	1

There were three educators who provided responses in each of the first four categories. One educator who indicated the need for money specified that it would be used to purchase a laminator for games and prompts to increase the durability of those products. Regarding the two educators who indicated the need for access to information, one asked that they have access to presentations and handouts on the [Our Kids] website and the other asked that they be provided information on successful programs. One educator indicated that the IHE was supportive. One educator asked for additional information on science and another educator wrote that everyone "needed to be on board."

4.1.3 Findings concerning candidates' needs from the 2007 ELL Summer Institute survey

The survey provided teacher candidates the opportunity to respond to two open-ended questions related to benefits of the ICLC conference for them as (future) teachers of ELLs. The questions and the responses the candidates provided are listed in the next sub-section.

> *Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?*

Twenty-one candidates responded to the first question, giving a total of 15 responses. Table 7 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 7: *Candidates' categories and responses in each category for the question: Please discuss whether there is any specific knowledge that you had hoped to gain that was not included in the Summer Institute*

Category	Response Frequency
What "good" ELL/ESL instruction looks like	4
Reading strategies	3
Science strategies	2
Vocabulary strategies	2
Identification of ELLs in need of special education services	2
Early education (pre-K to 3) topics	1
Information on low SES students and families	1

The largest category was a request for what "good" ELL/ESL instruction looks like. For example, one candidate wrote, "I was hoping for more introductory material, more examples of what ESL instruction done well looks like." Three candidates indicated a need to learn reading strategies. Two candidates indicated a need to learn each of the following: science strategies, vocabulary strategies, and how to identify ELLs in need of special education services. One candidate had hoped to learn more on early education topics and another candidate had hoped to learn more regarding working with low SES students and families.

Another question on this survey that addressed candidates' needs was question 5, which asked:

> *What support will you need to be able to effectively implement changes in classroom practice related to ELLs?*

Most candidates did not provide a response to this question, with some indicating "I don't know at this time." Twelve candidates provided a response, for a total of 15 responses. Table 8 provides the categories and frequency of responses in each category.

Table 8: *Candidates' categories and responses in each category for the question: What support will you need to be able to effectively implement changes in classroom practice related to ELLs?*

Category	Response Frequency
District/administrative support	4
Parent support	3
Other staff/teachers	3
More knowledge/experience	3
Information about students	1
Good vocabulary	1

Four candidates' indicated the need for support from the district and administrative staff toward implementing classroom practice related to ELLs. Three responses were provided for each of the following categories: support from parents, support from other teachers and staff, and more knowledge and experience on the part of the candidate. Regarding the need for more knowledge, one candidate wrote, "I feel I need more resources to call upon for student teaching and future career opportunities" and another wrote, "I need to feel comfortable in the classroom." One candidate indicated the need for more information on students "so I can make sure their needs are met." One candidate indicated the need for a good vocabulary and the need to "be smart with word choice."

4.2 Q2 Findings

The second evaluation question asked participants: *what are the key features of the TQELL component, how many educators and candidates have participated, and what was their evaluation of it, given the first question (above)?* Findings toward answering this evaluation question include participant observations from the 2007 ELL Summer Institute, the engagement of teacher candidates and educators at the 2007 Summer Institute, and demographic information regarding the candidates' and educators' educational background, participation in the TQE professional development, experiences teaching ELLs, among other demographic variables.

Candidates and educators reported high engagement for the majority of the sessions at the ELL Summer Institute. Participant observations from the Institute provide details regarding the needs of participants, context, resources and activities, immediate and intermediate outcomes, and program theory. The demographic information reported regarding candidates and educators revealed diversity among participants regarding ELL experiences and educational preparation. While some candidates and educators had no prior experiences with ELLs, others had extensive experiences and/or education related to ELL instruction.

4.2.1 What are the components and subcomponents of the 2007 Summer Institute?

Five evaluation team members (Jeanne Alnot, John Balong, Melissa Chapman, Julie Kearney, and Vernita Morgan) attended nearly all sessions of the Summer Institute as participant observers,

allowing for detailed descriptions of the sessions as presented to the Our Kids participants. A separate document provides a detailed description of the Summer Institute as observed by these evaluation team members. With regard to the qualifications of the evaluation team, all team members are experienced program evaluation staff and have taken graduate coursework in evaluation. In addition, three of the team members have extensive public school teaching experience in multiple content areas or postsecondary teaching experience.

The session observations are summarized with the following categories, following an Expanded Program/Project Model perspective as modeled in Appendix A. Since teacher educators and teacher candidates were able to attend either Our Kids I or Our Kids Alumni, depending on previous participation, and because participants in the alumni strand chose which sessions to attend, participant observations from nearly all of the session are included in this report. Further description of the ELL Summer Institute can be found in another report. Readers interested in that report should contact staff at the U.I. Center for Evaluation and Assessment or view the U.I. Center for Evaluation and Assessment website (http://www.education.uiowa.edu/cea/index.html).

4.2.2 Engagement of teacher candidates and educators at the 2007 ELL Summer Institute

Section I of the 2007 ELL Summer Institute survey contained two quantitative scales, one of which asked Institute participants to rate engagement during each of the sessions attended. Participants used a five-point scale with the following descriptors: 1 = *non-learner*, 2 = *semi-attentive*, 3 = *engaged recipient*, 4 = *active cooperator* and 5 = *advanced synthesizer and integrator*. Many sessions had a mean between 3.0 and 4.0, indicating a moderately high level of engagement. Ann Naffier's session, *Immigration Law* was cancelled and it is not known why four educators reported engagement for this session. Engagement for each session is in Table 9.

Table 9: *Teacher educators' engagement, means and standard deviations*

Presenter(s)	n	Mean	Std Dev
Administrators – *second language experience group round table*	2	4.00	1.41
Ann Naffier – *Immigration Law*	4	4.25	0.96
Barbara Berry Whitley & Bonnie Lassen – *Family literacy outreach*	3	3.67	1.15
Carmen Sosa & Maxine Kilcrease – *Opening general session*	19	2.92	0.98
Chris Schultz – *Gifted and Talented (GT)*	1	1.00	--
Cultural presentations (Thursday pm)	19	3.68	0.89
Every Learner Inquires (ELI), *science strand*	2	5.00	0
Felix Onuora – *African drummer*	18	3.50	1.04
Helene Grossman – *Cultural competency: What is it?*	9	4.33	0.87
Helene Grossman – *Strategies for effective communication*	5	4.20	1.10
Judy Kinley – *Elementary math*	1	5.00	--
John Dunkhase & Vicki Burketta – *Elementary (4-6) math & science*	6	4.33	0.52
Kate Kinsella – *Vocabulary assessment*	5	3.60	1.14
Kate Kinsella – *Vocabulary (4-12)*	6	3.67	1.21
Kate Kinsella – *Writing (4-12)*	6	3.67	1.21
Kathi Bailey – *Community strategy use and training by ELLs*	12	4.17	0.94
Kathi Bailey – *Teaching speaking skills for ELLs, Part 1*	14	4.21	1.12
Kathi Bailey – *Teaching speaking skills for ELLs, Part 2*	14	4.43	0.76
Kathy Escamilla – *Dual language*	3	3.33	1.53
Life in a second language *discussion / debriefing*	4	3.75	0.96
Life in a second language *simulation*	5	4.80	0.45
Lou Howell and Karen Wills – *Schools in need of assistance*	2	3.50	0.71
Lynda Franco – *Differentiated instruction*	1	4.00	--
Marcia Rosenbusch – *Dual language 101*	2	3.00	1.41
Mario Sosa – *Music and multicultural students*	2	3.50	0.71
Ron Rohac – *Secondary science*	3	4.00	0

Presenter(s)	n	Mean	Std Dev
Ron Rohac – *SDAIE (secondary)*	1	4.00	--
Second language experience in the content areas (Tuesday am)	6	4.17	0.98
Sharon Hawthorne and Rich Passovoy – *TransACT*	1	5.00	--
Sharon Jensen – *Teacher quality panel*	5	4.20	1.30
Shelley Fairbairn – *Forging community connections*	1	4.00	--
Shelly Fairbairn – *Vocabulary (secondary)*	4	3.50	1.29
Shernaz Garcia – *Differentiating the features of language acquisition*	8	3.50	1.07
Stephanie Wessels – *Writing (K-3)*	3	3.00	1.00
Stephanie Wessles – *Vocabulary*	5	3.80	1.30
Socorro Herrera – *Contextualizing language and culture in literacy*	8	3.50	1.07
Socorro Herrera, Shabina Kavimanda, and Stephanie Wessels – *Elementary reading*	7	3.57	0.98
Tom Green and Bob Mata – *Data driven instruction*	3	2.00	1.73
Vietnamese dances, Vietnamese Youth American Association	20	3.15	1.04
Vinh Nguyen – *Parents and community panel*	5	4.00	1.00

Sessions with the highest means and at least five respondents included Helene Grossman's two sessions, Kathleen Bailey's three sessions, John Dunkhase and Vicki Burketta's *Elementary math and science* session, the *life in a second language simulation*, the second language experience in the content areas, Sharon Jensen's *Teacher quality panel*, and Vinh Nguyen's *Parents and community panel*.

Candidates responded to an identical survey as the educators for the Institute; results are in Table 10. One candidate incorrectly reported attending Ann Naffier's *Immigration Law*.

Table 10: *Teacher candidates' engagement, means and standard deviations*

Presenter(s)	n	Mean	Std Dev
Administrators – *second language experience group round table*	3	4.00	1.00
Ann Naffier – *Immigration Law*	1	3.00	--
Barbara Berry Whitley & Bonnie Lassen – *Family literacy outreach*	3	3.67	1.15
Carmen Sosa & Maxine Kilcrease – *Opening general session*	19	3.05	0.71
Chris Schultz – *Gifted and Talented (GT)*	3	3.00	1.00
Cultural presentations (Thursday pm)	27	3.81	0.92
Every Learner Inquires (ELI), *science strand*	4	4.25	0.96
Felix Onuora – *African drummer*	25	3.64	1.11
Helene Grossman – *Cultural competency: What is it?*	3	4.33	1.15
Helene Grossman – *Strategies for effective communication*	5	4.20	0.84
Holly Kaptain – *Dual language strand, Thursday*	5	4.00	1.00
Judy Kinley – *Elementary math*	14	4.64	0.50
John Dunkhase & Vicki Burketta – *Elementary (4-6) math & science*	9	4.78	0.67
Karen Wills and Lou Howell – *Iowa Parent Organization*	2	4.00	1.41
Kate Kinsella – *Vocabulary assessment*	9	4.44	1.01
Kate Kinsella – *Vocabulary (4-12)*	6	4.33	1.21
Kate Kinsella – *Writing (4-12)*	8	4.13	1.13
Kathi Bailey – *Community strategy use and training by ELLs*	4	3.75	0.96
Kathi Bailey – *Teaching speaking skills for ELLs, Part 1*	2	4.00	0
Kathi Bailey – *Teaching speaking skills for ELLs, Part 2*	2	3.50	0.71
Kathy Escamilla – *Dual language*	3	3.67	1.15
Kathy Lockard – *Para-professionals: Working with ELLs*	2	4.00	1.41
Life in a second language *discussion / debriefing*	15	4.27	0.80
Life in a second language *simulation*	16	4.81	0.40
Lou Howell and Karen Wills – *Schools in need of assistance*	1	4.00	--
Lynda Franco – *Differentiated instruction*	8	3.88	0.83

Presenter(s)	n	Mean	Std Dev
Marcia Rosenbusch – *Dual language 101*	1	5.00	--
Mario Sosa – *Music and multicultural students*	3	3.67	1.15
Mark Grey – *New Iowans program*	2	3.00	0
Melissa Esquivel – *Iowa Youth Congress*	4	2.25	0.50
Ron Rohac – *Secondary science*	4	3.75	1.26
Ron Rohac – *SDAIE (secondary)*	1	3.00	--
Second language experience in the content areas (Tuesday am)	10	4.50	0.71
Sharon Jensen – *Teacher quality panel*	2	5.00	0
Shelley Fairbairn – *ELL plan for administrators*	1	4.00	--
Shelley Fairbairn – *Forging community connections*	1	4.00	--
Shelly Fairbairn – *Vocabulary (secondary)*	6	4.33	1.21
Shernaz Garcia – *Differentiating the features of language acquisition*	4	3.00	0
Stephanie Wessels – *Writing (K-3)*	2	2.50	0.71
Stephanie Wessles – *Vocabulary*	10	4.00	1.15
Socorro Herrera – *Contextualizing language and culture in literacy*	16	4.44	0.73
Socorro Herrera, Shabina Kavimanda, and Stephanie Wessels – *Elementary reading*	17	4.24	0.83
Tom Green and Bob Mata – *Data driven instruction*	1	3.00	--
Vietnamese dances, Vietnamese Youth American Association	25	3.92	0.91
Vinh Nguyen – *Parents and community panel*	20	4.20	0.83

Sessions with the highest means, and had at least five candidates respond, included Helene Grossman's *Strategies for Effective Communication*, Judy Kinley's *Elementary Math*, John Dunkhase and Vicki Burketta's *Elementary math and science*, all three of Kate Kinsella's sessions, the Life *in a second language simulation* and *discussion*, the *Second language experience in the content areas*, Shelly Fairbairn's *Vocabulary*, Socorro Herrera's two sessions, and Vinh Nguyen's *Parents and Community panel*. The sessions that candidates reported being semi-attentive (mean of 2.00 to 2.99) had less than five respondents and should be interpreted cautiously.

4.2.3 Demographic information for teacher candidates

Demographic information for candidates was collected via the survey at the 2007 ICLC and the 2007 ELL Summer Institute. Results are displayed by these surveys.

2007 ICLC

Table 11: *Gender of teacher candidates, ICLC 2007*

Gender	n
Male	1
Female	24

Table 12: A*ge of teacher candidates, ICLC 2007*

Age	n
19 – 30	19
31 – 40	5
41 – 50	1
51 – 60	0
61 – 65	0
65+	0

Teaching Experience
Where do you teach?
Four teacher candidates reported they are currently student teaching; one reported teaching.

What classes do you teach?
Six teacher candidates responded to this question; reported areas included: English, science, literacy, k-6, ESL, and elementary special education inclusion.

How many years have you been teaching?
Since most teacher candidates are either student teaching or are still in school, only two reported a number of years taught. One reported having taught 4-6 years in the military and another reported having taught for less than one year.

Prior ELL experience
The following questions were asked to gather information on the amount and type of prior ELL experience the TQELL participants have had, including experience in the TQELL grant. Twelve of the 25 respondents indicated they participated in this year's ICLC, but only six reported they were part of this year's TQE program.

Table 13: *Teacher candidates' reported program participation*

Our Kids Grant		Teacher Quality (TQE) Grant		Summer Institute	
Our Kids I 2004	(0)	TQE 2006	(1)	Our Kids I	(0)
Our Kids I 2005	(0)	TQE 2007	(6)	Our Kids II	(0)
Our Kids I 2006	(0)	ICLC 2006	(2)	Our Kids III	(0)
Our Kids II 2005	(0)	ICLC 2007	(12)	TQE Candidate	(1)
Our Kids II 2006	(0)	Other	(0)	Other	(1)
Our Kids III	(0)				

Most teacher candidates reported no prior experience or preparation teaching ELLs, as displayed in Table 14. Five reported they had an ELL endorsement, four reported having some graduate education related to ELLs, three reported classroom experience teaching ELLs, and two reported ELL preparation from prior conferences. The five comments in the other category included two responses that indicated ELL tutoring, student teaching, thesis work, exchange programs, and a minor in TESOL. Respondents were asked to select all options that applied to them, so total frequency for this question does not match the number of responding candidates.

Table 14: *Teacher candidates' preparation and experience teaching ELLs, ICLC 2007*

Preparation/experience	n
None	11
ELL Endorsement	5
Graduate Education[†]	4
Classroom experience teaching ELLs[ǁ]	3
In-service(s)/Conference(s) [‡]	2
Other[ǁ]	5

[†]Included: "currently in graduate education program," "MS in teaching," "MAT: endorsed English, Spanish, ELL"
[‡]Included: "ICLC 06-07 TQELL 07," "last year's conference"
[ǁ] Number of years: "3-through NWC," "4," "1"
[ǁ] Included: "ELL tutoring," "ELL tutoring for college class," "thesis work; exchange programs," I'm minoring in TESOL w/ elementary education," "student teaching"

2007 ELL Summer Institute survey

Table 15: *Candidates' professional status*

Status	n
Teacher candidate	20
Elementary teacher	8
Graduate student	2
Other	2
ESL teacher	1
Special education staff	1
Paraprofessional	1
Teacher educator	1

Table 15 displays results for the demographic question: *If you work in education, what is your professional contract?* Candidates checked all options that applied and had the option of an "other" contract. Twenty indicated a status of teacher candidate, eight indicated they were (or were studying to be) an elementary teacher, two were graduate students and two selected the other option. One candidate who indicated other specified they were a FLES teacher and the other wrote they were part of the teacher quality program, working on becoming a teacher.

One candidate indicated each of the following: ESL teacher, special education staff, and paraprofessional. The one candidate that indicated they were a teacher educator was deemed to be in the teacher candidate group based on responses provided to open-ended questions. These responses made it clear that this participant was studying to become a teacher and was part of TQELL, which likely put them in the TQE teacher candidate group. It is not known why this participant indicated a status of a teacher educator.

Candidates were also asked how many years they have spent teaching. Most candidates did not enter this information, but eight did. Four had taught at the elementary level for various lengths of time, including half of a year, one year, three years, and four years. One had taught at the middle school level for one year and one had taught adults for eight years. Two candidates had taught at more than one level, including one who had taught elementary and middle school, each for two years, and one who had taught at the high school level for 15 years and at the postsecondary level for four years.

Some of the candidates with teaching experience also responded to questions about the number of ELLs they taught last year. Four candidates responded, and the number of ELLs taught last year included five, seven, 11, and 15. Some candidates indicated they had taught ELLs in education programs such as after school programs. Candidates were also asked to estimate how many ELLs they plan to have during the 2007-08 school year. Responses are listed in the table below.

Table 16: *Estimated number of ELLs that will be taught by candidates in the 2007-08 school year*

Estimated number of ELLs	Number of candidates
1 - 10	3
11-20	2
50+	1

Six candidates provided responses to the question: approximately how many ELLs do you expect to teach next year? One candidate who estimated they would have 70 ELLs in the upcoming year taught elementary school and foreign languages.

Candidates were also asked to provide information regarding their experiences with and education regarding ELLs and ELL instruction. Information regarding candidates' experiences is provided in the table below.

Table 17: *Candidates' preparation teaching ELLs*

Preparation	n
In-service	7
None	7
ELL endorsement	6
Other	4
Classroom experience	3
Graduate education	2

Seven candidates selected in-service as part of their preparation; five of these candidates provided specific in-service opportunities. All five candidates providing specific in-service opportunities included the ICLC and/or Our Kids. Three candidates had attended Our Kids and the ICLC for the past two years, one had attended the 2007 ICLC, and one wrote in the 2007 Our Kids. One candidate also had received a certificate from a literacy council.

Seven candidates had no preparation or experience with ELLs. Six candidates were pursuing or had obtained an ELL endorsement. Four candidates selected the "other" option, which included: four years as an ELL instructional aide, three ESL postsecondary courses, a Spanish endorsement, and "most of my ELL endorsement." Three candidates had classroom experience and two had graduate education. The graduate work included "getting Master's degree in teaching with an ELL endorsement" and "working toward ELL endorsement."

Teacher Candidate Interviews

Of the 13 interview participants, 12 were female and one was male. Interviewed candidates represented six IHEs, including: Briar Cliff, Buena Vista, Drake, Mount Mercy, Simpson, and William Penn. Seven interviewees had recently graduated and five were still in school.   Of the seven who had graduated, four were currently substitute teaching and three were in regular teaching positions. One teacher was teaching at the high school level, one in a middle school special education classroom, and one in an elementary classroom. All of the teachers who were currently substituting were teaching at the elementary level. Two of the three teachers who were in teaching positions indicated that they taught in schools with an ESL pull-out program.

Nearly all of the interviewees (10, *77%)* were elementary education majors, two received a Masters of Science in Teaching, and one was a Spanish and education double major. Table 18 shows the endorsements that candidates had or were planning to receive. Some candidates received or were working toward more than one endorsement, so total is greater than 13.

Table 18: *Endorsements attained by interviewed candidates*

Endorsements	Number of Participants[†]
Reading	11
ESL	5
Special Education	3
Early Childhood	2
Spanish	1
Other	3
(Spanish, Journalism, English, Social Studies)	

[†]Some candidates received or were working toward more than one endorsement, so the total is greater than 13.

When asked if they were planning to work in mainstream classrooms or as ESL teachers, eight teacher candidates said mainstream, two teacher candidates said ESL, one candidate said self-contained Special Education, and two did not indicate their plans.

Table 19 indicates the number of interviewees who had attended each of the TQELL professional development (PD) opportunities. Three participants had attended all four events, four had attended two events, and five had attended one event.

Table 19: *TQELL PD attended by interviewed candidates*

TQELL Project Activity	Number of Participants
ICLC February 2006	4
Our Kids Summer 2006	3
ICLC February 2007	11
Our Kids Summer 2007	9

†Some candidates attended multiple PD, so the total is greater than 13.

2008 ICLC

Candidates were asked to indicate all the prior Our Kids, TQE, and ICLC events in which they had participated. Frequencies can be found in Table 20. For the two respondents that indicated 'other' participation, one respondent specified attending a math conference and the second respondent did provide an additional response.

Table 20: *Teacher candidats' reported program participation (select all that apply)*

Our Kids Grant		ICLC	
Our Kids 2004	0	ICLC prior to 2006	1
Our Kids 2005	0	ICLC 2006	5
Our Kids 2006	4	ICLC 2007	12
Our Kids 2007	12	ICLC 2008	20
Our Kids 2008 (plan)	11	Other	2

As indicated in Table 21, most teacher candidates have had no prior experience or preparation teaching ELLs. Five reported they had an ELL endorsement, four reported having some graduate education, three reported classroom experience, and two reported ELL preparation from prior conferences. The five comments in the other category included two responses that indicated ELL tutoring, student teaching, thesis work, exchange programs, and a minor in TESOL.

Table 21: *Teacher candidates' preparation and experience teaching ELLs*

Preparation/experience	n
ELL Endorsement	7
Graduate Education†	6
None	5
Classroom experience teaching ELLs⌐	2
In-service(s)/Conference(s) ‡	2
Other⌐	2

†Included: TESOL (n=3), "educational assessments", and "elementary education"

‡Included: Our Kids, ICLC

⌐ Number of years: 2, 10

⌐ Included: tutoring, MA TESOL

Finally, candidates indicated what, if any specialization or additional certifications they were working toward. Frequencies for each specialization or certification can be found in Table 22. For the two respondents who indicated other, one specified they are completing an MA in TESOL and the other indicated they are pursuing counseling.

Table 22: *Frequency of candidates' specialization(s) or endorsement(s)*

Preparation/experience	n
ESL/ELL teacher	16
Mainstream teacher	10
Special education teacher	9
Reading specialist	8
Foreign language teacher	3
Other	2

4.2.4 Demographic information for teacher educators

Demographic information for educators was collected via the survey at the ICLC (2007 and 2008), the educator interviews, and the 2007 ELL Summer Institute. Results are displayed by these events.

ICLC 2007

Table 23: *Gender of teacher educators, ICLC 2007*

Gender	$n^{†}$
Male	4
Female	12

[†]One respondent did not indicate gender

Table 24: *Age of teacher educators, ICLC 2007*

Age	n
19 – 30	1
31 – 40	5
41 – 50	2
51 – 60	6
61 – 65	2
65+	0

[†]One respondent did not indicate gender

Teaching Experience
Where do you teach?
Institutions of responding educators included Drake, Dordt, Buena Vista, William Penn, Northwestern College, University of Northern Iowa (UNI), Morningside, and Emmaus.

What classes do you teach?
There were a total of 51 responses from 15 teacher educators. Almost all teacher educators reported more than one course that they had either taught or are currently teaching. Responses were categorized and are reported in Table 25. The narrative following this table provides additional details on each of the categories.

Table 25: *Courses taught by teacher educators*

Category	n
ESL / ELL	9
Linguistics / Language acquisition	8
Methods courses	8
Assessment / Research methods	6
TESOL	5
Culture / Diversity	3
Reading / grammar	3
Children's literature	2
Educational psychology	2
Special education / LD	2
Other	3

Nine responses indicated ESL and ELL courses; two of these specified ESL writing. Other specific ESL or ELL courses in this category included foundations of teaching ESL/ELL, academic interaction for ESL students, ESL business, and ESL practicum and tutoring. The next two categories, linguistics/language acquisition and methods courses, each had eight responses. Some educators specified methods courses: elementary social studies, literacy, elementary math/science, elementary reading/LA, and expressive arts in elementary school.

In the fourth category, six responses indicated assessment or research methods courses. In the fifth category, five responses mentioned Teaching English to Speakers of Other Languages (TESOL) courses. Various TESOL courses mentioned included introduction to TESOL, TESOL methods courses, and practicum in TESOL.

The next two categories, culture and reading, each had three responses. Culture courses specified included American culture and a diversity seminar. Reading courses included reading in the content areas, TSL [TESOL] grammar, and early literacy courses. The following three categories, children's literature, educational psychology, and special education, each had two responses.   There were three responses in the "other" category, which included human development, early childhood education, and secondary education.

How many years have you been teaching?
The average number of years teaching was nearly 18 years (M=17.7). Two respondents did not provide a response for this question. A few respondents specified the various types of teaching experience they had. For example, one respondent wrote: "4 overseas; 7 K-12 in the U.S.; … 1+ -part-time for [college/university]."

Prior ELL experience

Table 26: *Teacher educators' reported program participation*

Our Kids Grant		Teacher Quality (TQE) Grant		Summer Institute	
Our Kids I 2004	0	TQE 2006	6	Our Kids I	3
Our Kids I 2005	0	TQE 2007	9	Our Kids II	1
Our Kids I 2006	0	ICLC 2006	7	Our Kids III	0
Our Kids II 2005	1	ICLC 2007	11	TQE Candidate	0
Our Kids II 2006	0	Other	0	Other[†]	1
Our Kids III	1				

[†]Teacher trainer

Similar to the trend noted in Table 13 for candidates, of the 11 respondents who checked this year's ICLC there were only nine respondents that checked they were involved with this year's TQE program.

Table 27: *Teacher educators' preparation and experience teaching ELLs*

Preparation/experience	n
Graduate education	10
Other	9
Classroom experience teaching ELL students[†]	7
In-service(s)/Conference(s) [‡]	6
None	3
ELL Endorsement	2

[‡]Included: ICLC (n=3); SIOP; NABE, TESOL, MIDTESOL
[†] Number of years: 15 (n=2), 7 (n=2), 5, 4, 3.5, 1, a semester, "a few ELLs in college classroom"

More detailed descriptions of the "graduate education" and "other" categories in Table 27 follow. Of the ten respondents who marked graduate education, eight provided descriptions. Two of these eight responded that ESL issues were integrated into graduate work. Four responses indicated completion of a doctoral degree; areas of study included second language acquisition, foreign language and ESL education, doctoral minor in bilingual education, and curriculum and instruction. Two responses mentioned attaining a master's degree in TESOL. Other areas of study included school psychology, educational administration, linguistics, and intercultural studies.

Responses in the "other" option were varied, ranging from experiences that sensitized the educator to the need for teacher preparation regarding ELLs to specific roles and responsibilities (e.g., adult ELL teacher). Examples of responses in the other category included living in another country, supervising ELL pre-service teachers, helping to start a dual language program, owning a small business that provided ESL services and education, acting as a Title III contact for a district, and serving as a No Child Left Behind compliance coordinator.

Teacher Educator Interviews
Demographic information was collected during the teacher educator interviews. From the 20 educators who participated there were a total of 145 quotes placed in the demographic codes. The following tables provide details on the information gathered. All educators who participated in interviews had attended the ICLC or prior Our Kids, ELL Summer Institutes.

Table 28: *Educators' attendance at TQELL professional development*

Demographic Code	n
Previous attendance at the ICLC	20
Attended Our Kids, 2006	16
Attended Our Kids, 2005	2

As shown in Table 29, eighteen of the participating educators reported having classroom experiences. Fourteen reported the number of years in k-12 schools, which ranged from four to over 30 years. The median number of years taught by educators was 11. Nine had experience teaching adult ELLs; some of these experiences were in the United States and some occurred abroad. Nine had experience teaching children ELLs. Five educators reported no experience teaching ELLs.

Table 29: *Educators' teaching experience*

Demographic Code	n
Classroom teaching experience	18
Years in schools	14
Experience teaching adult ELLs	9
Experience teaching non-adult ELLs	9
No experience teaching ELLs	5

Table 30: *Educators' other demographic information*

Demographic Code	n
Speaks a language other than English	10
Reported the size of teacher education program	4

There were ten educators who reported speaking a language other than English. These languages included Spanish (seven educators with limited ability and one was was fluent), French (two educators), Chinese, Indonesian, Amharic, and Polish. Regarding the size of the teacher educator program, two educators reported larger programs with 120 to 150 students and two reported small programs of under 50 candidates.

In addition to the categories listed above, twenty educators provided information on the length of time they had participated in the TQELL program. The majority of educators who participated in an interview had participated in the project for one and one half years, or since the beginning. Seventeen had participated since the beginning of the program, two had joined in January 2007 and one had joined in December 2006.

Table 31: *Educators' courses taught*

Name/Topic of Course	n
Reading	6
Supervise practicum/student teaching	5
General Methods	5
Human Relations	4
Language and Culture	4
Literacy	4
Research/assessment methods	4
Elementary Methods	3
ESL/TESOL/Bilingual Education	3
Social Studies	3
ELL, ESL, or EAP	2
Instructional design	2
Language acquisition	2
Linguistics/sociolinguistics	2
Multicultural	2
Special Education	2
Exceptional Persons	1
Math Methods	1
Science	1
Social Foundations	1

Educators also provided information on the postsecondary courses they were teaching or the courses they routinely teach, for which details are provided in Table 31. Finally, 16 participating educators provided information on the number of candidates at their IHE or that they personally advise. That information is in Table 32.

Table 32: *Number of TQELL candidates by IHE*

Number of candidates	Responding educators
6-7	4
19 (four teams)	3
2	3
0	2
10	1
9	1
4	1
1	1

Some educators provided further details on the recruitment of candidates to the TQELL project. One educator stated: "Right now we have 19, I think. We started out with five 'cause that was what the impression was that we had, we could only have five students. And I guess when not as many people signed up or whatever we added another five last summer, so we had ten last summer…we have four teams." Another educator discussed where the candidates were in the program: "…actually, a lot of them will student teach next year…2, 3, 4…yeah, four of them are student teaching right now. Two have already graduated, so six of them will have graduated by the end of…by summertime." One educator discussed some attrition of candidate participation: "We had four [TQE candidates]…we just decided two weren't involved enough to count."

2007 Our Kids (ELL Summer Institute)

Educators participating in the 2007 ELL Summer Institute evaluation provided demographic information the final section of the survey. There were 25 educators who responded to the survey. Results are discussed in the tables and narrative in this section.

Table 33: *Educators' professional contract(s)*

Status	n
Teacher educator	17
Higher education	10
ESL teacher	2
Community college instructor	1

Table 33 displays results for the demographic question: *If you work in education, what is your professional contract?* Educators checked all options that applied and had the option of an "other" contract. Seventeen educators were teacher educators, ten worked in higher education, two were ESL teachers, and one was a community college instructor.

Table 34: *Educators' experiences at various educational levels*

Level	n
Elementary	11
Middle school	8
High school	11
Post-secondary	17
Adults (non-college/university)	6

Educators also provided information on how many years they had or have spent teaching at various educational levels. Twenty-one educators provided this information, which is provided in Table 34 and
Figure 1. Information on courses taught is provided in

Table 35.

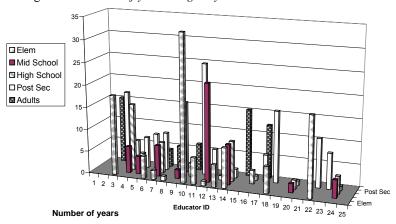Figure 1: *Number of years taught by educators at various educational levels*

Table 35: *Courses taught by educators*

Course	Frequency
Teacher education (college/university level)	20
Pedagogy	5
English / language arts	4
Elementary (general)	3
Other	3
Computer / Media technology	2
Family / consumer science	2
Mathematics	2
Special education	2
ESL certified pullout classroom	1
Fine arts (art / drama / music)	1
Foreign language	1
History / social studies	1
Natural science	1

Twenty-three educators provided course information and many selected multiple courses. The responses in the 'other' category included: "ESL to university students and adults," "reading; language acquisition," and "educational psychology: classroom assessment."

Educators also provided information on the number of ELLs they taught last year (2006-2007) and the number of ELLs they expect to teach in the upcoming year (2007-2008). This question

was not applicable to a number of educators and only 11 provided a response to either question. These responses are detailed in Table 36.

Table 36: N*umber of ELLs taught by educators*

Number of ELLs	2006-2007	2007-2008
1 - 10	7	8
11-20	1	2
40+	2	1

Teacher educators were asked to indicate the number of teachers/future teachers they supervised last year (2006-2007) and how many they expect to teach next year (2007-2008). There were 20 educators who responded to this question, of the 25 who completed the survey. The numbers reported are provided in Table 37 using a grouped frequency distribution.

Table 37: *Number of future teachers taught or supervised by educators*

Number of future teachers	2006-2007	2007-2008
1 – 15	5	4
16 – 30	3	3
31 – 45	--	2
46-60	5	3
61+	6	7

Just over half of the educators reported programs that have over 46 future teachers enrolled. The number of teacher candidates (all candidates, not only TQE) was as high as 250, with five educators reporting over 100 future teachers.

ICLC 2008

Educators were asked to indicate all the prior Our Kids and ICLC events in which they had participated. Frequencies can be found in Table 38. Educators also indicated whether they had received a Polycom and whether they had started to use the Polycom.

Table 38: *Teacher educators' reported program participation (select all that apply)*

Our Kids Grant		ICLC		Polycom	
Our Kids 2004	2	ICLC prior to 2006	3	My IHE received a Polycom; we have not used it	9
Our Kids 2005	3	ICLC 2006	9		
Our Kids 2006	6	ICLC 2007	10	My IHE has started using a Polycom	5
Our Kids 2007	9	ICLC 2008	15		
Our Kids 2008 (plan)	8	Other	2		

Of the five educators indicating they had used the Polycom, four provided details. These included:
- Love the one that is being used on campus
- Plans are in process
- Pilot meetings to make sure it works. We have plans for implementation this spring.
- Just experimenting with the equipment.

Two of the educators indicating their IHE had received a Polycom but it had not been used also wrote comments. These included:
- We will use it in Beginning Reading Conference 2008
- I have tried unsuccessfully to set up connections w/ school districts the DE needs to take care of the permission slip issue (including translations)

Educators were also asked to indicate what prior experiences they had regarding ELLs. As indicated in Table 41, half of the teacher educators have had classroom teaching experience. The length of time teaching ranged from a few months to 15 years, with a mean of approximately six years teaching experience.

Table 39: *Teacher educators' preparation and experience teaching ELLs*

Preparation/experience	n
Classroom experience teaching ELLs	10
In-service(s)/Conference(s)	6
Graduate Education	5
ELL Endorsement	3
None	3
Other	2

Six educators reported attending in-services, including: Our Kids, ICLC, TESOL, AEA-sponsored events, and IAN AME. Five reported having some graduate education related to ELLs, including advanced degrees (MA and/or Ph.D., area not specified), TESOL, and teaching multicultural components at the graduate level. Three educators reported having an ELL endorsement, three reported having no knowledge, and two reported having other knowledge. This included volunteer experience and a Spanish endorsement.

4.2.5 Frequency of participation by institution

Following the 2007 ICLC, the evaluation team compiled a list of institutions participating in the TQE program. This information is provided in Table 40. This list was updated following the teacher educator interviews; these results are provided in Table 1. The purpose of these tables is to document the institutions that are involved in the TQELL component, at least on paper, and to be able to contact them to investigate their activities, planning and other participation even if their educators and candidates do not all attend or attend but do not fill out surveys or other information at any of the planned TQELL events.

Table 40: *Participating IHEs, educators and candidates 2007*

Institution	Educators	Candidates[†]
Briar Cliff University	2	8
Buena Vista College	2	3
Dordt College	2	0
Drake	6[±]	11
Emmaus Bible College	2	6
Graceland University	4	2
Iowa State University	10	6
Morningside College	3	2
Mount Mercy College	2	3
Northwestern	4[±]	2

Simpson College	4	9
University of Northern Iowa	9	17
Upper Iowa University	4	1
William Penn University	4	19
Total	58	91

[±]During educator interviews, one educator from this IHE told us she was no longer part of TQE

[†]Two teacher candidates were noted as in TQE and are included in the total count; institution is unknown.

4.3 Q3 Findings

The third evaluation question asked in what ways participation had been beneficial to IHE participants, both teacher educators and teacher candidates. Data sources include various findings from the ICLC, including a retrospective pre-post scale, a Likert-type scale which addresses candidates' and educators' value rankings for topics at the ICLC, select open-ended questions. Various findings from the ELL Summer Institute survey also address this question, including a quantitative scale which asked candidates' and educators to rate which sessions were most useful and select open-ended questions.

Candidiates and educators reported many beneficial aspects of their participation in the TQE project. Key items from the 2007 ELL Summer Institute included: I *am able to recognize the specific needs of ELLs, I am able to respond to the important challenges of classroom instruction of ELLs, I am able to recognize different educational need of ELLs in my classroom, and I am able to teach ELLs effectively in my content area(s).* For all of these items, and many others, the mean for candidates' and educators' abilities following the Institute were higher than before the Institute. Further, the standard deviations on the majority of items were lower following the Institute.

4.3.1 Findings regarding benefits of the 2007 ICLC for teacher candidates

The survey of teacher candidates administered at the 2007 ICLC began with a Likert type retrospective scale (before/now) to investigate changes in participants' knowledge before the beginning of the school year and now, after the conference. The directions were as follows:

> *For each of the statements below, indicate how knowledgeable you were **before** the 2006-2007 school year and how knowledgeable you are **now**. If the statement does not apply to you, you have no opinion, or you choose not to respond, please circle "**nr**." We want your candid opinions--answer as you honestly feel. Continue until you have completed all the items. Please also take the time to comment in your own words where any items are unclear or where you wish to elaborate. You may write in the margins or anywhere there is space.*

In other words, candidates reflected on their knowledge **before** the current school year as compared to February of the current school year (**now**) with regard to 14 areas of knowledge related to ELLs and their learning. The scale was as follows:

Very Knowledgeable					Not at all Knowledgeable	No Response
6	**5**	**4**	**3**	**2**	**1**	**nr**

Table 41 lists the means and standard deviations of responses related to skills and actions for the 33 teacher candidates who participated and responded. Candidates reported being more knowledgeable after the ICLC on each of the 14 areas addressed in this section. The areas with

the lowest post means were related to legal issues regarding ELLs (Item 6) and identifying gifted and talented ELLs (Item 9). The areas with the highest post means included Item 1, *the educational needs of ELLs*; Item 2, *the number of ELLs in Iowa*; Item 3, *how to deal with barriers for ELLs in learning English and language arts*; and Item 11, *how to deal with the social challenges ELLs experience*. Twenty-five teacher candidates responded to this section of the survey.

Table 41: *Teacher candidates' knowledge before the 2006-07 school year and in February 2007*

How knowledgeable were/are you about each of the following:		Frequencies						Mean	SD
		6	*5*	*4*	*3*	*2*	*1*	*Mean*	*SD*
1. The educational needs of ELLs	Pre	1	4	5	9	5	1	3.36	1.22
	Post	1	13[†]	6	4	0	0	4.50	0.84
2. The number of ELLs in Iowa	Pre	1	3	5	5	6	5	2.92	1.47
	Post	2	13	8	0	2	0	4.52	0.96
3. How to deal with barriers for ELLs in learning English and language arts	Pre	2	0	5	8	9	1	3.00	1.22
	Post	2	10	11	2	0	0	4.48	0.77
4. How to deal with barriers for ELLs in learning mathematics	Pre	0	2	3	5	8	6	2.46	1.25
	Post	1	6	7	6	2	1	3.78	1.20
5. How to deal with barriers for ELLs in learning science	Pre	0	2	4	5	8	5	2.58	1.25
	Post	1	7	6	3	4	2	3.65	1.43
6. How to deal with legal issues regarding ELLs	Pre	0	0	2	7	8	6	2.22	0.95
	Post	0	0	8	4	8	2	2.82	1.05
7. How to implement pedagogical techniques that support ELLs	Pre	1	2	3	5	7	5	2.70	1.43
	Post	3	7	8	1	2	2	4.09	1.44
8. Finding and implementing curricula that support ELLs' learning	Pre	0	2	1	9	9	3	2.58	1.06
	Post	1	9	8	5	1	0	4.17	0.96
9. How to deal with barriers in identifying gifted and talented ELLs	Pre	0	0	1	5	11	6	2.04	0.82
	Post	0	2	4	5	6	5	2.64	1.29
10. How to deal with barriers in identifying ELLs with special needs	Pre	0	2	2	6	7	6	2.43	1.24
	Post	0	4	6	4	6	3	3.09	1.35
11. How to deal with the social challenges that ELLs experience	Pre	2	2	4	9	5	3	3.12	1.39
	Post	5	9	5	5	1	0	4.48	1.16
12. Ways to improve math teaching effectiveness for ELLs	Pre	0	0	3	7	9	4	2.39	0.94
	Post	1	5	6	6	3	2	3.52	1.34
13. Ways to improve science teaching effectiveness for ELLs	Pre	0	0	2	7	10	3	2.36	0.85
	Post	1	4	8	3	4	1	3.62	1.28
14. Ways to improve teaching effectiveness in language arts for ELLs	Pre	1	2	3	9	7	2	2.96	1.23
	Post	1	11	8	3	1	0	4.33	0.92

n=25, [†]One respondent indicated both 6 and 5

The second quantitative section of the survey allowed teacher candidates to indicate the extent to which specific aspects of the ICLC were valuable. Candidates used a similar six-point scale as in Section 1, but "6" indicated "very valuable" and "1" indicated "not at all valuable." Table 42 lists the means and standard deviations of responses related to skills and actions for the 25 teacher candidates who participated and responded. Most items had a mean of at least 4.00, though lower means were reported for Item 5, *learning about barriers for ELLs in learning science*; Item 10, *learning how to provide educational support for gifted ELLs*; and Item 11, *learning how to provide educational support for ELLs with special needs*. Items with the highest means included Item 2, *learning about the needs of ELLs*; Item 3, *understanding the development of ELLs' academic language*; and Item 6, *learning about barriers for ELLs in learning language arts*.

Table 42: *Teacher candidates' value ranking of specific aspects of the ICLC*

How valuable was participating in the ICLC for each of the following:	Frequencies						Mean	SD
	6	5	4	3	2	1		
1. Learning about the characteristics of ELLs	5	7	7	6	0	0	4.44	1.08
2. Learning about the needs of ELLs	7	7	7	4	0	0	4.68	1.07
3. Understanding the development of ELLs' academic language	9	7	4	5	0	0	4.80	1.15
4. Learning about barriers for ELLs in learning math	3	6	5	3	3	1	4.00	1.45
5. Learning about barriers for ELLs in learning science	3	5	5	5	2	1	3.95	1.40
6. Learning about barriers for ELLs in learning language arts	4	9	9	2	0	0	4.63	0.88
7. Learning about pedagogical techniques that support ELLs	5	5	6	4	3	0	4.22	1.35
8. Learning about the social challenges for ELLs	6	7	8	2	2	0	4.52	1.19
9. Learning how to provide educational support for ELLs	7	8	4	3	3	0	4.52	1.36
10. Learning how to provide educational support for gifted ELLs	3	0	8	3	5	3	3.27	1.55
11. Learning how to provide educational support for ELLs with special needs	2	3	7	4	6	2	3.38	1.44
12. Understanding some of the challenges ELLs face inside the classroom	5	8	7	3	1	0	4.54	1.10
13. Learning about differences in the backgrounds of ELLs	8	2	4	6	4	0	4.17	1.55
14. Learning about differences in the skills for ELLs	7	4	4	6	3	1	4.12	1.56

| 15. Learning about differences in ELLs' talents to be developed | 5 | 4 | 5 | 6 | 3 | 0 | 4.09 | 1.38 |

The survey provided teacher candidates the opportunity to respond to two open-ended questions related to benefits of the ICLC conference for them as (future) teachers of ELLs. The questions and the responses the candidates provided are listed in the next sub-section.

> *Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?*

Twenty-one candidates responded to the first question, giving a total of 36 responses. Table 43 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 43: *Categories and frequencies of responses in each category for the question: What has been most valuable to you?*

Category	Response Frequency
New learning and strategies	10
Specific sessions	8
Specific presenters/session hosts	6
Networking with teachers, presenters, and vendors	5
Background information about ELL education	3
Other	4

The largest number of responses indicated that participants most valued learning new knowledge and classroom strategies. The next largest category included responses identifying particular sessions as most useful. Specific sessions mentioned included vocabulary sessions, Picture Word Induction Model (PWIM), the session on authentic materials, the art seminar, the panel of teachers at different levels of service, the Read Naturally session, and sessions on Tuesday. Six responses identified specific presenters or session hosts, including Lily Wong Fillmore, Janna Fox, Martha Newton, and Tou Ger Xiong. Five responses indicated that participants valued the opportunity to network with teachers, presenters, and vendors. Three responses indicated participants valued learning background information about ELL education. Specific comments in this category included learning about issues in the field of multicultural education, learning about the basics of teaching ELLs, and learning about the importance of a base-foundation of understanding. Other comments included that participants valued having a choice of sessions to attend, seeing the available curriculum, and listening to ELLs' perspectives on what does and does not work. One response commented that it was valuable to hear concepts learned in the classroom discussed at the ICLC.

A second question asked teacher candidates:

> *What made you want to attend the ICLC?*

Twenty-three candidates provided 31 benefits from attending the conference. Table 44 lists the categories used to organize the 31 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 44: *Categories and frequencies of responses in each category to the question: What made you want to attend the ICLC?*

Category	Response Frequency
Interest in teaching ELLs	13
Resources acquired	10
Professor or college participation in TQELL	5
Other	3

The category with the most responses indicated participants were motivated to attend by interest in ELL education or the desire to teach ELL/ESL. Three responses in this category mentioned that the respondents were pursuing ESL endorsements. One response in this category indicated the participant was interested in teaching abroad. In the next category, ten responses indicated participants were motivated by an interest in acquiring resources to aide in teaching ELLs. Some responses specified resources, which included strategies and "the opportunity…to experience the mind of TESOL teachers." One response in this category stated "I want to come also because of the great keynote speakers, the concurrent sessions, and information which is centralized." Another response in this category mentioned the opportunity to make connections.

In the next category, five responses indicated participants were motivated by a professor's or by an institution's participation in TQELL. The other category included three responses. One response indicated the participant was motivated by positive past participation. One indicated relevance of the conference to the participant's thesis. The third response in this category stated the participant had "little knowledge of materials and the ELL world."

4.3.2 Findings regarding benefits of the 2008 ICLC for teacher candidates

The scales for the first two sections of the 2008 ICLC survey were identical to the 2007 survey, described in section 4.2.1 of this report.

Overall, candidates reported being slightly more knowledgeable after the ICLC on many of the 14 areas addressed in this section. The areas with the lowest post means and/or higher post standard deviations were related to legal issues regarding ELLs (Item 6) and teaching ELLs in the content areas of math and science (Items 4, 5, 12, 13). The areas with the highest post means included Item 1, *the educational needs of ELLs*; Item 3, *how to deal with barriers for ELLs in learning English and language arts*; and Item 11, *how to deal with the social challenges ELLs experience*.

Table 45: *Teacher candidates' knowledge before participation in TQELL and now*

How knowledgeable were/are you about each of the following:		Frequencies						Mean	SD
		6	**5**	**4**	**3**	**2**	**1**		
1. The educational needs of ELLs	Pre	4	2	9	4	2	1	3.95	1.36
	Post	4	12	4	1	0	0	4.90	0.77
2. The number of ELLs in Iowa	Pre	0	3	7	6	3	3	3.18	1.26
	Post	1	7	9	2	2	0	4.14	1.01
3. How to deal with barriers for ELLs in learning English and language arts	Pre	1	5	4	8	4	0	3.59	1.18
	Post	0	14	6	1	0	0	4.62	0.59
4. How to deal with barriers for ELLs in learning mathematics	Pre	1	2	3	8	6	2	3.00	1.27
	Post	1	4	5	8	2	1	3.57	1.21
5. How to deal with barriers for ELLs in learning science	Pre	0	2	3	7	8	2	2.77	1.11
	Post	1	4	8	4	2	2	3.62	1.32

		6	5	4	3	2	1	Mean	SD
6. How to deal with legal issues regarding ELLs	Pre	1	0	4	3	8	4	2.55	1.32
	Post	2	2	4	3	4	3	3.22	1.63
7. How to implement pedagogical techniques that support ELLs	Pre	0	3	8	5	6	0	3.36	1.05
	Post	1	10	6	1	3	0	4.24	1.14

How knowledgeable were/are you about each of the following:		**Frequencies**							
		6	*5*	*4*	*3*	*2*	*1*	*Mean*	*SD*
8. Finding and implementing curricula that support ELLs' learning	Pre	1	3	8	3	7	0	3.45	1.22
	Post	3	6	8	4	0	0	4.38	0.97
9. How to deal with barriers in identifying gifted and talented ELLs	Pre	0	3	3	6	7	3	2.82	1.26
	Post	1	5	5	3	5	2	3.43	1.47
10. How to deal with barriers in identifying ELLs with special needs	Pre	1	1	7	7	3	3	3.14	1.28
	Post	2	6	8	2	1	2	4.00	1.38
11. How to deal with the social challenges that ELLs experience	Pre	1	7	5	5	3	1	3.77	1.31
	Post	4	10	3	2	1	1	4.52	1.33
12. Ways to improve math teaching effectiveness for ELLs	Pre	0	0	5	8	5	3	2.71	1.01
	Post	1	3	4	7	2	2	3.37	1.34
13. Ways to improve science teaching effectiveness for ELLs	Pre	0	0	3	11	6	2	2.68	0.84
	Post	1	1	7	7	3	2	3.24	1.22
14. Ways to improve teaching effectiveness in language arts for ELLs	Pre	1	1	5	11	3	1	3.23	1.07
	Post	3	6	8	3	0	1	4.29	1.19

Second Quantitative Section: Value Rankings for Aspects of the ICLC

Descriptive statistics for items related to skills and actions for the 22 teacher candidates who participated and responded is in Table 57. Candidates used the same six-point scale as in Section 1 to indicate the degree of value for each item. Most items had a mean of at least 4.00, though lower means were reported for Item 4, *learning about the barriers for ELLS in learning math*; Item 5, *learning about barriers for ELLs in learning science*; Item 10, *learning how to provide educational support for gifted ELLs*; and Item 11, *learning how to provide educational support for ELLs with special needs*. Items with the highest means included Item 2, *learning about the needs of ELLs*; Item 7, *learning about pedagogical techniques that support ELLs*; and Item 9, *learning how to provide educational support for ELLs*.

Table 46: *Teacher candidates' value rankings of specific aspects of the ICLC*

How valuable was participating in the ICLC for each of the following:	**Frequencies**						Mean	SD
	6	*5*	*4*	*3*	*2*	*1*		
1. Learning about the characteristics of ELLs	3	6	10	3	0	0	4.41	0.91
2. Learning about the needs of ELLs	4	12	5	1	0	0	4.86	0.77
3. Understanding the development of ELLs' academic language	3	7	4	8	0	0	4.23	1.11

	6	5	4	3	2	1	Mean	SD
4. Learning about barriers for ELLs in learning math	1(1)	2(1)	8	6	2	1	3.64	1.20
5. Learning about barriers for ELLs in learning science	0	3	8	5	5	1	3.32	1.13
6. Learning about barriers for ELLs in learning language arts	2	6	8	3	3	0	4.05	1.17

How valuable was participating in the ICLC for each of the following:	**Frequencies**						Mean	SD
	6	*5*	*4*	*3*	*2*	*1*		
7. Learning about pedagogical techniques that support ELLs	2	11	5	3	1	0	4.45	1.01
8. Learning about the social challenges for ELLs	2	8	8	2	2	0	4.27	1.08
9. Learning how to provide educational support for ELLs	2	8	8	1	1	0	4.45	0.94
10. Learning how to provide educational support for gifted ELLs	2	5	6	1	7	1	3.59	1.50
11. Learning how to provide educational support for ELLs with special needs	1	5	9	3	3	0	3.90	1.09
12. Understanding some of the challenges ELLs face inside the classroom	3	5	10	2	2	0	4.23	1.11
13. Learning about differences in the backgrounds of ELLs	2	10	5	4	0	1	4.32	1.17
14. Learning about differences in the skills for ELLs	2	4	10	6	0	0	4.09	0.92
15. Learning about differences in ELLs' talents to be developed	2	6	7	4	3	0	4.00	1.20

An open-ended question asked candidates:

> Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?

Twenty-two candidates responded to the first question, giving a total of 25 responses. Table 47 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 47: *Categories and frequencies of responses in each category for question 1*

Category	Response Frequency
Tim Rasinski	6
Classroom applications and connections	5
Other specific sessions	5
Cultural awareness and sensitivity	3

Networking with other teachers	3
Research data, ESL research	2
Other	1

Six responses indicated that Tim Rasinski's presentations were most valuable; some specified the pre-conference session, fluency and fast start, and reading information. Five responses indicated classroom applications and connections were valuable and another five specified other sessions, including: keynote speakers, Dr. Cummins, literacy sessions, Mexico City, and all of the interactive presenters. Three responses mentioned cultural awareness and sensitivity and another three cited networking with other teachers. Two responses mentioned the value of learning about ESL research and being presented with research data. The one other response stated cited the amount of resources available for the teachers was valuable.

4.3.3 Findings regarding benefits of the 2007 ICLC for teacher educators

Teacher educators responded to the same survey as the teacher candidates. The directions and six-point scale were also identical (refer to 4.3.1 Findings regarding benefits of the 2007 ICLC for teacher candidates).

Table 48 below lists the means and standard deviations of responses related to skills and actions for the 17 teacher educators who participated and responded. Educators reported being more knowledgeable regarding each item after the ICLC, though many of the differences were small. The areas with the lowest post means included Item 8, *how to deal with legal issues regarding ELLs*; Item 10, *how to deal with barriers in identifying gifted and talented ELLs*; Item 11, *how to deal with barriers in identifying ELLs with special needs*; and Item 13, *ways to improve the teaching effectiveness in math for ELLs*.

Table 48: *Teacher educators' knowledge before the 2006-07 school year and now*

How knowledgeable were/are you about each of the following:		**Frequencies**							
		6	**5**	**4**	**3**	**2**	**1**	**Mean**	**SD**
1. The educational needs of ELLs	Pre	1	3[†]	2	5	2	0	4.21	1.45
	Post	6	2	7	2	0	0	4.71	1.10
2. The number of ELLs in Iowa	Pre	2	2	3	7	2	1	3.53	1.37
	Post	2	7	4	3	0	1	4.29	1.26
3. How to deal with barriers for ELLs in learning English and language arts	Pre	2	6	0	6	2	1	3.82	1.51
	Post	2	5[†]	7	1	0	0	4.59	0.84
4. How to deal with barriers for ELLs in learning mathematics	Pre	1	2	3	5	3	1	3.33	1.35
	Post	1	3	7	1	1	1	3.93	1.27
5. How to deal with barriers for ELLs in learning science	Pre	1	3	2	4	4	1	3.33	1.45
	Post	1	5	4	1	2	1	3.93	1.44
6. Methods to improve the preparation of new teachers working with ELLs	Pre	2	2	6	4	2	1	3.71	1.36
	Post	3	6[†]	4	2	0	0	4.72	0.97
7. How to implement pedagogical techniques that support ELLs	Pre	3	1[†]	4	5	2	1	3.79	1.51
	Post	4	4	7	1	0	0	4.69	0.95
8. How to deal with legal issues regarding ELLs	Pre	1	1	3	5	3	4	2.82	1.47
	Post	1	1	7	2	2	3	3.25	1.48

		6	5	4	3	2	1	Mean	SD
9. Finding and implementing curricula that support ELLs' learning	Pre	2	3	3	5	4	0	3.65	1.37
	Post	4	2†	6	3	0	0	4.53	1.12
10. How to deal with barriers in identifying gifted and talented ELLs	Pre	0	1	5	6	1	3	3.00	1.21
	Post	0	2	6	5	0	2	3.40	1.18
11. How to deal with barriers in identifying ELLs with special needs	Pre	0	2	5	4	2	3	3.06	1.34
	Post	0	4	7	1	1	2	3.67	1.35

How knowledgeable were/are you about each of the following:		Frequencies							
		6	5	4	3	2	1	Mean	SD
12. How to deal with the social challenges that ELLs experience	Pre	1	5	3	5	2	1	3.71	1.36
	Post	3	6	5	2	0	0	4.63	0.96
13. Ways to improve the teaching effectiveness in math for ELLs	Pre	1	1	5	3	2	3	3.13	1.51
	Post	1	3	6	1	1	2	3.71	1.49
14. Ways to improve the teaching effectiveness in science for ELLs	Pre	1	2	4	2	4	2	3.20	1.52
	Post	1	5	4	1	2	1	3.93	1.44
15. Ways to improve the teaching effectiveness in language arts for ELLs	Pre	3	3	4	4	2	1	3.88	1.50
	Post	4	4†	5	2	0	0	4.72	1.03

n=17
†One respondent indicated both 6 and 5

The second quantitative section of the survey allowed teacher educators to indicate the extent to which specific aspects of the ICLC were valuable. Table 49 lists the means and standard deviations of responses related to skills and actions for the 17 teacher educators who participated and responded. Two-thirds of the items received a mean of 4.00 or above. Lower means were reported for Item 4, *learning about barriers for ELLs in learning math*; Item 5, *learning about barriers for ELLs in learning science*; Item 10, *learning how to provide educational support for gifted ELLs*; Item 11, *learning how to provide educational support for ELLs with special needs*; and Item 15, *learning about differences in ELLs' talents to be developed.*

Table 49: *Teacher educators' value rankings of specific aspects of the ICLC*

How valuable was participating in the ICLC for each of the following:	Frequencies						Mean	SD
	6	5	4	3	2	1		
1. Learning about the characteristics of ELLs	4	5	4	1	2	0	4.50	1.32
2. Learning about the needs of ELLs	4	5	4	4	0	0	4.53	1.12
3. Understanding the development of ELLs' academic language	4	4	6	2	1	0	4.47	1.18
4. Learning about barriers for ELLs in learning math	1	2	6	2	1	2	3.57	1.45
5. Learning about barriers for ELLs in learning science	1	2	3	4	4	0	3.43	1.28

	6	5	4	3	2	1	Mean	SD
6. Learning about barriers for ELLs in learning language arts	1	6	4	4	1	0	4.13	1.09
7. Learning about pedagogical techniques that support ELLs	3	3	5	5	0	0	4.25	1.13
8. Learning about the social challenges for ELLs	3	4	6	4	0	0	4.35	1.06

How valuable was participating in the ICLC for each of the following:	**Frequencies**							
	6	*5*	*4*	*3*	*2*	*1*	*Mean*	*SD*
9. Learning how to provide educational support for ELLs	3	3	5	4	1	0	4.19	1.22
10. Learning how to provide educational support for gifted ELLs	1	2	4	3	2	2	3.36	1.50
11. Learning how to provide educational support for ELLs with special needs	1	2	6	2	2	1	3.64	1.34
12. Understanding some of the challenges ELLs face inside the classroom	3	4	5	3	2	0	4.18	1.29
13. Learning about differences in the backgrounds of ELLs	3	4	5	4	1	0	4.24	1.20
14. Learning about differences in the skills for ELLs	3	2	7	3	1	1	4.00	1.37
15. Learning about differences in ELLs' talents to be developed	2	1	4	6	1	1	3.60	1.35

Qualitative, Questions 1 and 2

The teacher educators also had the opportunity to respond to two open-ended questions about their benefit from the conference. The sections and tables that follow summarize the open-ended responses of the 17 teacher educators who completed and returned the surveys. Respondents sometimes provided multiple responses that fell into multiple categories, leading to more than 17 responses for each question. The first question asked educators:

> *Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?*

Sixteen educators responded to the first question, giving a total of 19 responses. Table 50 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 50: *Categories and frequencies of responses in each category for the question: What has been most valuable to you?*

Category	Response Frequency
Networking	5
Specific presenters	5

Discussions with other educators and students	4
Access to materials	2
Other	3

Five responses indicated teacher educators most valued the opportunity to network. In the next category, five responses referred to specific presenters or presentations as most valuable, including Tou Ger Xiong, Lily Wong Fillmore, the keynote speakers, and Kathleen Olson's session on low-level learners. In the next category, responses indicated that participants valued discussion with other educators and students in the context of the ICLC; this category included a comment that the respondent valued being able to observe the reactions of pre-service teachers to the conference and the information provided. Another comment referred to "breakout sessions."
Two responses referred to materials: one response indicated that being able to look at textbooks was valuable and one response indicated that it was valuable to see samples of teacher-made materials for use with ELLs. One response mentioned that it was valuable to have time to reflect during presentations. One response indicated receiving fresh ideas as valuable. One response indicated that the range of topics from elementary to adult ELL education was valuable.

A second open-ended question asked educators: *What made you want to attend the ICLC?*

Fourteen educators provided a total of 23 responses. Table 51 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 51: *Categories and frequencies of responses in each category for the question: What made you want to attend the ICLC?*

Category	Response Frequency
Participation in TQELL	6
Interest in information	6
Professional development	4
Networking	3
Interest in diverse school populations	2
Other	2

In the first category, responses indicated teacher educators were motivated to attend by participation in TQELL. In the next category, six responses indicated participants were motivated by interest in the information presented or in specific speakers. One response in this category specified that the participant was interested in gaining background in ELL education in K-12 contexts. Responses in the next category indicated that participants came for professional development reasons, including becoming a better teacher and learning how to better prepare or meet the varying needs of teacher candidates. Three responses stated participants were interested in networking opportunities. Two responses indicated participants were motivated to attend by an interest in diverse school populations. The other category included one response that mentioned positive recommendations from previous participants and one response that indicated the respondent wanted his/her teacher candidates to experience the conference.

4.3.4 Findings regarding benefits of the 2008 ICLC for teacher educators
Teacher educators responded to the same survey as the teacher candidates. The directions and six-point scale were also identical (refer to 4.3.1 Findings regarding benefits of the 2007 ICLC for teacher candidates).

Overall, educators reported being slightly more knowledgeable regarding most items after the ICLC, though many of the differences were small. The areas with the lowest post means included The areas with the lowest post means and/or higher post standard deviations were related to legal issues regarding ELLs (Item 8) and teaching ELLs in the content areas of math and science (Items 4, 5, 13, 14). The areas with the highest post means included *the educational needs of ELLs* (Item 1), *how to deal with barriers for ELLs in learning English and language arts* (Item 3), and *how to implement pedagogical techniques that support ELLs* (Item 7).

Table 52: *Teacher educators' knowledge before participation in TQELL and now*

How knowledgeable were/are you about each of the following:		**Frequencies**						*Mean*	*SD*
		6	*5*	*4*	*3*	*2*	*1*		
1. The educational needs of ELLs	Pre	3	3	5	2	5	2	3.55	1.64
	Post	4	9	5	1	1	0	4.70	1.03
2. The number of ELLs in Iowa	Pre	1	4	4	4	2	4	3.26	1.59
	Post	5	5	7	0	1	1	4.53	1.35
3. How to deal with barriers for ELLs in learning English and language arts	Pre	1	3	8	2	2	4	3.35	1.53
	Post	3	10	5	2	2	0	4.60	1.10
4. How to deal with barriers for ELLs in learning mathematics	Pre	1	2	3	2	2	4	3.00	1.71
	Post	1	3	7	1	0	2	3.86	1.41
5. How to deal with barriers for ELLs in learning science	Pre	1	1	3	0	3	5	2.62	1.76
	Post	2	2	4	2	1	2	3.69	1.65
6. Methods to improve the preparation of new teachers for working with ELLs	Pre	2	6	2	2	2	6	3.30	1.89
	Post	4	8	1	2	2	2	4.21	1.69
7. How to implement pedagogical techniques that support ELLs	Pre	2	4	5	2	4	3	3.45	1.64
	Post	3	11	3	1	2	0	4.60	1.14
8. How to deal with legal issues regarding ELLs	Pre	0	2	2	0	3	7	2.21	1.58
	Post	0	2	5	1	2	4	2.93	1.54
9. Finding and implementing curricula that support ELLs' learning	Pre	2	2	3	4	2	6	2.95	1.75
	Post	5	7	2	2	3	0	4.47	1.43
10. How to deal with barriers in identifying gifted and talented ELLs	Pre	0	3	3	2	1	6	2.73	1.67
	Post	0	6	2	2	2	3	3.40	1.64
11. How to deal with barriers in identifying ELLs with special needs	Pre	1	4	2	0	1	7	2.87	2.00
	Post	2	6	1	0	3	3	3.67	1.91
12. How to deal with the social challenges that ELLs experience	Pre	2	3	4	2	2	5	3.22	1.80
	Post	4	6	3	3	1	1	4.33	1.46
13. Ways to improve the teaching effectiveness in math for ELLs	Pre	2	1	3	1	3	4	3.00	1.84
	Post	3	2	3	3	1	2	3.79	1.72
14. Ways to improve the teaching effectiveness in science for ELLs	Pre	2	1	2	0	2	6	2.69	2.02
	Post	2	1	3	2	3	2		

								3.31	1.70
15. Ways to improve the teaching	Pre	1	6	3	3	3	4	3.35	1.66
effectiveness in language arts for ELLs	Post	3	10	3	2	2	0	4.50	1.19

Second Quantitative Section: Value Rankings for Aspects of the ICLC

Eleven of the 14 items received a mean of 4.00 or above. Lower means were reported for Item 4, *learning about barriers for ELLs in learning math*; Item 5, *learning about barriers for ELLs in learning science*; Item 10, *learning how to provide educational support for gifted ELLs*; and Item 11, *learning how to provide educational support for ELLs with special needs*. The highest means were for Item 3, *understanding the development of ELLs' academic language*; Item 12, *understanding some of the challenges ELLs face in the classroom*; and Item 13, *learning about differences in the backgrounds of ELLs*.

Table 53: *Teacher educators' value rankings of specific aspects of the ICLC*

How valuable was participating in the ICLC for each of the following:	Frequencies						Mean	SD
	6	*5*	*4*	*3*	*2*	*1*		
1. Learning about the characteristics of ELLs	2	9	5	3	1	0	4.40	1.05
2. Learning about the needs of ELLs	2	11	3	3	1	0	4.50	1.05
3. Understanding the development of ELLs' academic language	2	10	4	2	0	1	4.47	1.17
4. Learning about barriers for ELLs in learning math	1	2	3	2	1	1	3.70	1.49
5. Learning about barriers for ELLs in learning science	0	3	2	2	1	1	3.56	1.42
6. Learning about barriers for ELLs in learning language arts	3	8	3	2	1	1	4.39	1.38
7. Learning about pedagogical techniques that support ELLs	2	8	7	1	1	1	4.30	1.22
8. Learning about the social challenges for ELLs	2	6	3	5	1	1	4.00	1.37
9. Learning how to provide educational support for ELLs	4	7	4	2	2	1	4.30	1.45
10. Learning how to provide educational support for gifted ELLs	1	2	3	4	2	1	3.46	1.39
11. Learning how to provide educational support for ELLs with special needs	1	5	3	0	2	3	3.57	1.79
12. Understanding some of the challenges ELLs face inside the classroom	2	13	2	1	1	0	4.74	0.93
13. Learning about differences in the backgrounds of ELLs	6	7	4	1	0	1	4.79	1.27
14. Learning about differences in the skills for ELLs	1	9	6	2	0	1	4.32	1.11

15. Learning about differences in ELLs' talents to be developed	2	5	5	1	0	2	4.13	1.51

One open-ended question asked educators:

> Consider everything about the ICLC and all aspects of your experience here. What has been most valuable to you?

Nineteen educators responded to the first question, giving a total of 26 responses.   Table 54 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 54: *Educators' categories and frequencies of responses in each category for question, what has been most valuable at the 2008 ICLC*

Category	Response Frequency
Networking	7
Increased awareness of ELLs, barriers	5
Information to share with candidates	3
Mexican educators	3
Tim Rasinski	3
Other sessions	3
Jim Cummins	2

Seven responses indicated that educators found networking to be the most valuable aspect of the conference. One of these responses specified that networking with other TQELL-participating faculty was valuable: "Networking w/ other TQELL higher ed. faculty and hearing about their experiences w/ the "Polycom."" Five responses indicated that some educators had an increased awareness of ELLs and the barriers for ELLs. Responses included:
- *As a "newcomer" this conference has been excellent and eye-opening for me in awareness of ELLs, levels, barriers that need to be overcome*
- *An opportunity to see that "state-wide" picture [was most valuable]. The chance to learn about the issues facing educators.*

Three responses indicated learning information that could be shared with candidates was the most valuable. Three responses specifically mentioned the Mexican educators and another three specifically mentioned Tim Rasinski. Three responses mentioned other sessions, including Lynda Franco's cooperative groups versus group work and Shernaz Garcia's special education and ESL. Two responses mentioned Jim Cummins.

4.3.5 Findings regarding benefits of the ELL Summer Institute for teacher educators
The survey administered at the 2007 ELL Summer Institute began with a Likert type scale to investigate the sessions that were deemed as most useful to educators. The scale was as follows:

Very Useful				Not at all Useful	No Response
5	**4**	**3**	**2**	**1**	**nr**

Table 55 lists the means and standard deviations of responses related to skills and actions for the 25 teacher candidates who participated and responded.

Table 55: *Teacher Educators' rating of useful sessions, means and standard deviations*

Presenter(s)	n	Mean	Std Dev
Administrators – *second language experience group round table*	2	4.50	0.71
Ann Naffier – *Immigration Law*	4	5.00	0
Barbara Berry Whitley & Bonnie Lassen – *Family literacy outreach*	3	4.00	1.00
Carmen Sosa & Maxine Kilcrease – *Opening general session*	20	3.48	1.07
Chris Schultz – *Gifted and Talented (GT)*	1	2.00	--
Cultural presentations (Thursday pm)	19	3.89	0.99
Every Learner Inquires (ELI), *science strand*	2	5.00	0
Felix Onuora – *African drummer*	21	3.62	1.02
Presenter(s)	n	Mean	Std Dev
Helene Grossman – *Cultural competency: What is it?*	9	4.44	0.88
Helene Grossman – *Strategies for effective communication*	5	4.40	0.89
Judy Kinley – *Elementary math*	1	5.00	--
John Dunkhase & Vicki Burketta – *Elementary (4-6) math & science*	6	4.67	0.52
Kate Kinsella – *Vocabulary assessment*	5	4.40	1.34
Kate Kinsella – *Vocabulary (4-12)*	6	4.33	1.21
Kate Kinsella – *Writing (4-12)*	6	4.17	1.17
Kathi Bailey – *Communication strategy use and training for ELLs*	12	4.33	0.89
Kathi Bailey – *Teaching speaking skills for ELLs, Part 1*	14	4.21	1.12
Kathi Bailey – *Teaching speaking skills for ELLs, Part 2*	14	4.57	0.65
Kathy Escamilla – *Dual language*	2	3.00	1.41
Life in a second language *discussion / debriefing*	4	4.50	0.58
Life in a second language *simulation*	5	4.80	0.45
Lou Howell and Karen Wills – *Schools in need of assistance*	2	4.50	0.71
Lynda Franco – *Differentiated instruction*	1	5.00	--
Marcia Rosenbusch – *Dual language 101*	1	2.00	--
Mario Sosa – *Music and multicultural students*	3	3.83	0.76
Ron Rohac – *Secondary science*	3	4.67	0.58
Ron Rohac – *SDAIE (secondary)*	1	5.00	--
Second language experience in the content areas (Tuesday am)	6	4.00	1.55
Sharon Hawthorne and Rich Passovoy – *TransACT*	1	5.00	--
Sharon Jensen – *Teacher quality panel*	5	4.60	0.55
Shelley Fairbairn – *Forging community connections*	1	5.00	--
Shelly Fairbairn – *Vocabulary (secondary)*	4	4.25	1.50
Shernaz Garcia – *Differentiating the features of language acquisition*	8	3.50	1.07
Stephanie Wessels – *Writing (K-3)*	3	3.33	1.15
Stephanie Wessles – *Vocabulary*	5	4.20	1.30
Socorro Herrera – *Contextualizing language and culture in literacy*	8	3.88	1.13
Socorro Herrera, Shabina Kavimanda, and Stephanie Wessels – *Elementary reading*	7	4.14	0.90
Tom Green and Bob Mata – *Data driven instruction*	3	2.00	1.73
Vietnamese dances, Vietnamese Youth American Association	20	3.70	0.98
Vinh Nguyen – *Parents and community panel*	5	4.60	0.55

There were a number of sessions with a mean of 4.00 and very few means that were on the very low end of the scale, 2.00 and under. Some of the sessions rated as most useful by at least five educators included: Helene Grossman's *Cultural Competency: What is it?* and *Strategies for Effective Communication*; John Dunkhase and Vicki Burketta's Elementary Math and Science; Kate Kinsella's *Vocabulary Assessment*, *Vocabulary*, and *Writing* sessions; Kathleen Bailey's *Communication Strategy Use* and *Teaching Speaking Skills for ELLs* (parts I and II), the *Life in a Second Language simulation*, Sharon Jensen's *Teacher Quality Panel*, and Vinh Nguyen's *Parents and Community* panel.

Open-ended questions

The second open-ended question on the ELL Summer Institute survey asked educators:

> *Please reflect on what you intended to accomplish at the Summer Institute and compare what you hoped to accomplish with what you have accomplished. Discuss whether or not and why the Summer Institute has been a good investment of your time and energy.*

Twenty-one educators responded to this question, giving a total of 18 positive comments and three suggestions or frustrations.   Table 56 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 56: *Educators' categories and frequencies of responses to the question: In what ways was the Summer Institute a good investment of your time and energy?*

Category	Response Frequency
Positive comments	18
Suggestions/ frustrations	3

Most educators indicated, directly or indirectly, that the Summer Institute was a good investment of time and energy. An exemplar comment was "I was looking for new strategies to teach pre-service teachers. I was also looking for strategies to improve the learning of pre-service teachers. I believe I accomplished this." Three educators provided suggestions or frustrations regarding the conference.   Two educators mentioned the lack of organization during the conference was frustrating.   One educator indicated s/he did not learn much that they had not known before, though "I did pick up some specific speaking activities that I can incorporate in my training of teachers."

4.3.6 Findings regarding benefits of the ELL Summer Institute for teacher candidates

Teacher candidates completed the same survey as was described for educators in section 4.3.3. The candidates' means and standard deviations for the usefulness of each session are displayed in Table 57, using a 5-point scale that ranged from *very useful* (5) to *not at all useful* (1).

Table 57: *Teacher candidates' ratings of useful sessions, means and standard deviations*

Presenter(s)	n	Mean	Std Dev
Administrators – *second language experience group round table*	3	4.33	0.58
Ann Naffier – *Immigration Law*	1	2.00	--
Barbara Berry Whitley & Bonnie Lassen – *Family literacy outreach*	3	4.67	0.58
Carmen Sosa & Maxine Kilcrease – *Opening general session*	20	3.40	0.82
Chris Schultz – *Gifted and Talented (GT)*	2	2.50	0.71
Cultural presentations (Thursday pm)	28	4.25	0.84
Every Learner Inquires (ELI), *science strand*	3	4.33	0.58
Felix Onuora – *African drummer*	25	3.80	1.04
Helene Grossman – *Cultural competency: What is it?*	3	4.33	1.15
Helene Grossman – *Strategies for effective communication*	6	4.33	1.21
Holly Kaptain – *Dual language strand, Thursday*	5	4.40	0.89
Judy Kinley – *Elementary math*	14	4.71	0.47
John Dunkhase & Vicki Burketta – *Elementary (4-6) math & science*	9	4.72	0.83
Karen Wills and Lou Howell – *Iowa Parent Organization*	2	4.50	0.71
Kate Kinsella – *Vocabulary assessment*	9	4.44	1.13
Kate Kinsella – *Vocabulary (4-12)*	7	4.43	1.13
Kate Kinsella – *Writing (4-12)*	7	4.43	1.13
Kathi Bailey – *Community strategy use and training by ELLs*	4	3.50	1.29

Presenter(s)	n	Mean	Std Dev
Kathi Bailey – *Teaching speaking skills for ELLs, Part 1*	2	4.00	0
Kathi Bailey – *Teaching speaking skills for ELLs, Part 2*	2	3.50	0.71
Kathy Escamilla – *Dual language*	3	3.67	1.15
Kathy Lockard – *Para-professionals: Working with ELLs*	1	3.00	--
Life in a second language *discussion / debriefing*	15	4.47	0.64
Life in a second language *simulation*	16	4.81	0.40
Lou Howell and Karen Wills – *Schools in need of assistance*	1	5.00	--
Lynda Franco – *Differentiated instruction*	8	4.00	0.93
Marcia Rosenbusch – *Dual language 101*	1	5.00	--
Mario Sosa – *Music and multicultural students*	3	3.67	1.15
Presenter(s)	n	Mean	Std Dev
Mark Grey – *New Iowans program*	2	3.50	0.71
Melissa Esquivel – *Iowa Youth Congress*	4	2.50	0.58
Ron Rohac – *Secondary science*	4	3.75	1.26
Ron Rohac – *SDAIE (secondary)*	1	3.00	--
Second language experience in the content areas (Tuesday am)	10	4.60	0.70
Sharon Jensen – *Teacher quality panel*	2	5.00	0
Shelley Fairbairn – *ELL plan for administrators*	1	4.00	--
Shelley Fairbairn – *Forging community connections*	1	4.00	--
Shelly Fairbairn – *Vocabulary (secondary)*	6	4.67	0.52
Shernaz Garcia – *Differentiating the features of language acquisition*	4	3.25	0.50
Stephanie Wessels – *Writing (K-3)*	2	2.50	0.71
Stephanie Wessles – *Vocabulary*	10	4.30	0.95
Socorro Herrera – *Contextualizing language and culture in literacy*	16	4.63	0.62
Socorro Herrera, Shabina Kavimanda, and Stephanie Wessels – *Elementary reading*	17	4.47	0.80
Tom Green and Bob Mata – *Data driven instruction*	1	3.00	--
Vietnamese dances, Vietnamese Youth American Association	25	4.00	0.76
Vinh Nguyen – *Parents and community panel*	20	4.50	0.69

Candidates' rated many sessions as useful, with a mean of 4.00 and above. Almost no sessions had a mean lower than 3.00 and those which did have few candidates responding. Sessions that at least five candidates rated as the most useful included: the Thursday afternoon *cultural presentations*; Judy Kinley's *Elementary Math*; John Dunkhase and Vicki Burketta's *Elementary Math*; Kate Kinsella's *Vocabulary Assessment*, *Vocabulary*, and *Writing* sessions; the *Life in a Second Language simulation* and *discussion*; the *Second Language Experience in the Content Areas*; Shelley Fairbairn's *Vocabulary*; Socorro Herrera's *Contextualizing Language and Culture in Literacy and Elementary Reading*; and Vinh Nguyen's *Parents and Community* panel.

Open-ended questions
The second open-ended question on the ELL Summer Institute survey asked candidates:

> *Please reflect on what you intended to accomplish at the Summer Institute and compare what you hoped to accomplish with what you have accomplished. Discuss whether or not and why the Summer Institute has been a good investment of your time and energy.*

Twenty-three candidates responded to this question, giving a total of 19 positive comments and four suggestions or frustrations. Table 58 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table

Table 58: *Candidates' categories and frequencies of responses to the question: In what ways was the Summer Institute a good investment of your time and energy?*

Category	Response Frequency

Positive comments	19
Suggestions/ frustrations	4

Most candidates indicated, directly or indirectly, that the Summer Institute was a good investment of time and energy. An exemplar comment was "I came to this conference to gain knowledge and ideas that I could implement in my classroom. I have accomplished this and so much more through networking with other teachers. This has been a valuable three days spent!"

Four candidates provided suggestions or frustrations. One candidate wrote, "I thought that there was more disorganization this year than in the past. A lot of times participants in TQELL are somewhat left out or things are not geared toward the student teachers or new teachers." One candidate wanted more specific information on English literature and writing, since "most of the sessions I attended seemed to focus on science." Another candidate wrote, "I wanted to pair more knowledge in reference to the strategies being used with ELL students." One candidate wanted more information in the content areas besides reading.

4.4 Q4 Findings
The fourth evaluation question asked: *How have IHE participants' planning, curricula and teaching improved with regard to ELLs?* Evidence toward addressing this question included open-ended responses from the 2007 ICLC survey, results from the teacher educator interviews, and results from the teacher candidate interviews. Candidates reported they had learned various strategies at the ICLC and Our Kids, including SIOP and differentiated instruction. Educators generally reported an increased focus on ELLs in courses with teacher candidates. During the teacher educator interviews, participating educators provided a number of changes to their planning and curricula, including the incorporation of new information (e.g., SIOP, academic language, differentiated instruction), an increased focus on culture and empathy, and an attempt to provide candidates with enhanced classroom experiences. Table 73 and Table 74 provide exemplar comments from these interviews; further details can be obtained by contacting the U.I. Center for Evaluation and Assessment.

4.4.1 Findings from the 2007 ICLC regarding candidates' planning, curricula, and teaching of ELLs
The fourth and fifth questions on the 2007 ICLC survey asked candidates to provide infroamtion regarding planning, curricula, and teaching of ELLs. Seventeen candidates responded to the fourth open-ended question, which asked:

> *In the future, what do you intend to accomplish to improve your teaching of ELLs? If you do not yet have your own classroom, what do you plan to implement when teaching ELLs?*

Table 59 lists the categories used to organize the 21 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 59: *Candidates' categories and frequencies for responses in each category to the question, what do you intend to accomplish regarding ELLs?*

Category	Response Frequency
Specific strategies	12
Awareness of needs	2
Continue education	2
Classroom environment	2

Other	3

The largest category of responses referred to specific strategies. Strategies mentioned included Picture Word Induction Model (PWIM), phonemic awareness, scaffolding, simplifying language, paying attention to teacher pronunciation, "fun activities," breaking down text (ideas from Lily Wong Fillmore's session), and incorporating language objectives into content objectives. One response in this category mentioned wanting to learn more about the practical application of strategies and resources to know when and how to use them.

In the next category, two responses indicated awareness of ELL needs and getting to know the families of ELLs. The next category referred to participants' education: one response mentioned completing school, the other referred to getting a reading endorsement. In the next category, responses referred to cultivating patience and understanding towards students and creating a supportive and culturally accepting classroom environment. Other responses included learning more about different types of assessment and sharing knowledge about ELL education and NCLB; one response indicated the participant is still gathering ideas.

Twenty candidates responded to the fifth open-ended question, which asked:

> *What new learning that you gained at the ICLC do you hope to implement immediately?*

Table 60 lists the categories used to organize the 26 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 60: *Candidates' categories and frequencies of responses in each category to the question, what new learning that you gained at the ICLC do you hope to implement immediately?*

Category	Response Frequency
PWIM	4
Miscellaneous strategies	4
Vocabulary	4
Not teaching yet	3
Authentic material	2
Scaffolding	2
Background of ELLs	2
Other	5

Four responses indicated that participants intend to implement the PWIM strategy immediately. In the next category, four responses indicated a variety of other strategies, including the SMELL math and science strategy, graphic organizers, building reading skills, and strategies from Kathleen Olson's session. Four responses also mentioned implementing vocabulary strategies, with some responses indicating plans to incorporate academic language. Three responses indicated the participants are not yet teaching. Two responses indicated each of the following: scaffolding, using authentic materials, and incorporating the background of ELLs into teaching. Other goals included bringing more ESL classes to the participant's school, focusing on teacher pronunciation, helping students take ownership of their learning, researching available texts and materials, and using knowledge about Response to Intervention (RTI) and No Child Left Behind (NCLB)

4.4.2 Findings from the 2007 ICLC regarding educators' planning, curricula, and preparation of teacher candidates

The fourth and fifth questions on the 2007 ICLC survey asked educators to provide infroamtion regarding planning, curricula, and teaching of ELLs. The fourth question had three parts; the common stem asked educators:

> *Think back to the beginning of this school year – specifically, how things have gone this year as compared with the previous school year in training teacher candidates to work with ELLs.*

Part one of question four asked educators to indicate what had gone well this year as compared with the previous school year. Fourteen educators responded to question 4a, giving a total of 14 responses. Table 61 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 61: *Educators' categories and frequencies of responses in each category for question 4a: What has gone well?*

Category	Response Frequency
Student interest	3
Content	3
N/A	3
Student or program success	2
Other	3

Three responses indicated that student interest has been high, good questions have been raised, and ELL issues have been included from the beginning of the year. Three responses related to content and mentioned incorporating "ELL-specific teaching" into non-ESL endorsement classes, understanding the relationship between L1 and L2 strategies, and simply being aware of what materials/issues need to be addressed. Three responses indicated that the question did not apply for various reasons.

In the next category, responses related to student success or addressed program growth. Specific comments included that students successfully completed K-12 ESL practicum, that the teacher educator finished teaching a first cohort of pre-service ESL teachers, and that in-service students have reported positive feedback. The other category included one response that mentioned opportunities provided by TQELL, one response that mentioned collaboration, and one response that indicated the participant has been directing independent studies.

Part b of question four asked educators:

> *What would you have done differently?*

Fourteen educators responded to question 4b, giving a total of 14 responses. Table 62 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 62: *Educators' categories and frequencies of responses in each category for question 4b: What would you have done differently?*

Category	Response Frequency
Implementation and focus	5
Resources and preparation	4

N/A	2
Other	3

Responses in the largest category related to classroom practice. Teacher educators indicated they would have changed the order of chapters covered, allowed more time for class discussion, provided field experience with ELLs, and found more time. Responses in this category also mentioned not minimizing ELL strategies and focusing more on a learner-centered approach. In the next category, responses indicated participants would double-check online resources, use a better text, interview practicing teachers about strategies and assessment techniques, and strengthen their own background and understanding.

Two responses indicated the question did not apply. The "other" category included one response that mentioned assessment, one response that indicated the participant would have liked to increase the involvement of students and faculty, and one response that indicated the participant would not change anything.

Part c of question four asked educators:

How, if at all, has your confidence in training teacher candidates to work with ELLs changed?

Thirteen educators responded to question 4c, yielding a total of 13 responses. Table 63 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 63: *Educators' categories and frequencies of responses in each category for question 4c: How had your confidence in training candidates to work with ELLs changed?*

Category	Response Frequency
Increased confidence	9
Other positive comments	2
Need more training	1
N/A	1

Nine responses reported increased confidence. Comments within this category included that listening to experts confirms current practice, that participants feel more purposeful and excited, that participants gained practical ideas, that they are more willing and better able to teach ESL endorsement classes, that confidence has increased through self-directed efforts, and that participants are aware of how much knowledge is needed. Two responses in the next category commented that it was beneficial to hear about the preparedness of ESL teachers and that the ICLC helped convey the importance of incorporating ELL-related information in all teacher preparatory classes. One response indicated the participant feels the need for more training and knowledge about how to frame information for teacher candidates.

The fifth question asked educators:

In the future, what will you do to better prepare teacher candidates to teach ELLs?

Fifteen educators responded to the fifth question, giving a total of 13 responses. Table 64 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 64: *Educators' categories and frequencies of responses in each category to the question 5: What will you do to better prepare teacher candidates to teach ELLs?*

Category	Response Frequency
Reconceptualize courses and incorporate new learning	8
Field experience and real-life projects	2
Curriculum mapping	2
Cultural understanding/ELL demographics	2
Make students aware of the ICLC	1
Not sure	1

Responses in the largest category related to reconceptualizing courses and incorporating new learning. Comments in this category suggested focusing on ELL special needs issues, focusing on a learner-centered approach, discussing academic vocabulary strategies, and finding better materials to use in class. In the next category, two responses proposed facilitating field experiences for teacher candidates and providing them with more real-life projects. Two responses indicated participants would like to have teacher candidates incorporate ELL strategies into curriculum mapping.

Two responses indicated conveying increased understanding of ELLs; one response indicated the participant would like to focus on cultural understanding and to work directly with ELL teachers, students, and families and one response mentioned providing teacher candidates with demographic information about the ELL population. One response mentioned making students aware of the ICLC as a resource. One response indicated the participant was not yet sure of how to better prepare teacher candidates.

The sixth question asked educators:

> *What new learning that you gained at the ICLC do you hope to implement immediately?*

Fourteen educators responded to the sixth question, giving a total of 15 responses. Table 65 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 65: *Educators' categories and frequencies of responses in each category to the question, What new learning gained at the ICLC do you hope to implement immediately?*

Category	Response Frequency
Integrate new concepts	4
Focus on academic language	2
Use new materials and resources	2
Awareness	2
Assessment	1
Tou Ger Xiong	1
Other comments	3

Four responses indicated participants hope to integrate new concepts into their courses. Responses in this category specified ELL referral to special education, content-based instruction, math and science sheltered instruction, increased knowledge about linguistic diversity, and "what teachers wish other teachers knew." In the next category, two responses indicated that participants intend to focus on academic language. Two responses related to materials and resources, including books, articles, websites, folklore curriculum, and the Iowa art council.

Two responses related to awareness of others, valuing their input and expertise, and learning about the issues, needs, and barriers facing ELLs and their families. One response indicated more reflective formative assessment. One response indicated the participant would like to have Tou Ger Xiong come to his/her institution. Other comments indicated that the participant could not select "any one thing" he/she hoped to implement immediately, that there was nothing the participant hoped to implement immediately, or that most of the information presented was not relevant to the participant's work.

4.4.3 Findings from the 2008 ICLC regarding candidates' planning, curricula, and teaching of ELLs

The third quantitative section of this survey allowed teacher candidates to indicate what knowledge and instruction, learned at TQELL professional development, they have implemented. In addition, candidates indicated whether they implemented each component in any or all of the following situations: in a postsecondary course, during student teaching, as an in-service teacher. Responses were scored with a zero if the candidate had not implemented the knowledge or skill and a "1" if they had implemented it. The directions for this section were as follows:

> **Part III Directions**: Using the scale below, please indicate with a "**X**" whether you have implemented the following activities in any of the three situations: during a postsecondary course (e.g., while presenting a lesson to your professor and/or classmates), during student teaching, or as a practicing teacher. Select all situations that apply. If you have not tried the strategy, please move to the next item.

The frequency of responses can be found in Table 66. The most frequently implemented strategies and knowledge included differentiated instruction (Item 1), realia (Item 5), and knowledge of language development (Item 9).

Table 66: *Knowledge and strategies implemented by candidates*

Following participation in TQELL (ICLC or Our Kids), I have tried/implemented:	To peers in a college course	During student teaching	As a practicing teacher
1. Differentiated instruction	10	4	4
2. Sheltered instruction / SIOP	5	0	2
3. Co-teaching (ESL and mainstream teacher)	6	4	1
4. Literacy backpacks	4	2	1
5. Realia	7	6	3
6. RTI: Response to Intervention	5	3	1
7. Taking part in a second language simulation	6	1	0
8. A second language immersion experience	4	1	0
9. Knowledge of language development	10	2	2
10. ELDA data	1	0	1
11. SDAIE: Specially Designed Academic Instruction in English	0	1	0
12. Videos (e.g., the Our Kids DVD)	5	0	1
13. Translation resources (e.g., TransACT)	2	0	1

14. EASEL strategies: Enhancing and Advancing Science for English Learners	2	0	1
15. Alternative assessments to identify gifted ELLs	3	0	2
16. Strategies to help ELLs learn academic language	8	2	2
17. Communication strategies	2	0	1
18. Other	0	0	1

Nineteen candidates responded to the fifth open-ended question, which asked:

> What new learning that you gained at the ICLC do you hope to implement immediately?

Table 67 lists the categories used to organize the 22 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 67: *Candidates' categories and frequencies of responses in each category to the question, what new learning learning that you gained at the ICLC do you hope to impelement immediately*

Category	Response Frequency
Various strategies	6
Tim Rasinski	6
Research	2
Cooperative learning	2
Characteristics of ELLs	2
Co-teaching	1
Rubrics	1
Experience	1
Website resources	1

Six responses listed various strategies that candidates plan to implement immediately, including instructional conversations, expanding word walls and engaging in word play with students, and strategies taught by ICLC instructions France and those by Garcia. Six responses indicated candidates would implement strategies taught by Tim Rasinski, including fluency using poems and lyrics. Most responses simply stated "Tim Rasinski". Two responses indicated the candidate would implement or conduct research.

- *Learning more about the two-way immersion research*
- *Doing research on individual cultures of ELLs in your class in order to make cultural connections from new into learned.*

Two responses mentioned cooperative learning and two mentioned learning about the characteristics of ELLs. One response indicated each of the following: learning about the relevance of co-teaching, increasing "awareness of issues with our 'standard' rubric types as applied to ELLs or students with varied cultural backgrounds," getting experience, and using website resources during practicum.

4.4.4 Findings from the 2008 ICLC regarding educators' planning, curricula, and teaching of ELLs

The third quantitative section of the survey allowed teacher educators to agree or disagree with statements regarding activities that may help them better prepare teacher candidates to meet the needs of ELLs. The scale for each item was a Likert type *strongly agree* to *strongly disagree* scale. The directions for this section were as follows:

Using the scale below, please rate each of the following activities indicating how strongly you agree or disagree that they would help you become better prepared to educate ELLs. If the statement does not apply to you, you have no opinion, or you choose not to respond, please circle **"nr**."

Frequencies for each activity or knowledge can be found in Table 68. The most frequently implemented strategies or knowledge included differentiated instruction, sheltered instruction/SIOP, taking part in a second language simulation, SDAIE, and knowledge of language development.

Table 68: *Knowledge and strategies implemented by educators*

Following participation in TQELL (ICLC or Our Kids), I have tried/implemented:	Never	Once	2+ times
1. Differentiated instruction	2	0	17
2. Sheltered instruction / SIOP	13	2	4
3. Co-teaching (ESL and mainstream teacher)	11	1	6
4. Literacy backpacks	13	0	5
5. Realia	9	1	8
6. RTI: Response to Intervention	13	1	4
7. Taking part in a second language simulation	8	2	9
8. A second language immersion experience	9	3	7
9. Knowledge of language development	1	1	17
10. ELDA data	16	2	1
11. SDAIE: Specially Designed Academic Instruction in English	17	0	2
12. Videos (e.g., the Our Kids DVD)	6	4	8
13. Translation resources (e.g., TransACT)	13	1	4
14. EASEL strategies: Enhancing/Advancing Science for English Learners	16	0	2
15. Alternative assessments to identify gifted ELLs	14	0	3
16. Strategies to help ELLs learn academic language	5	3	9
17. Communication strategies	5	0	5
18. Other strategies or knowledge	4	0	2
19. Other strategies or knowledge	4	0	1

The fourth open-ended question asked educators:

How do you conduct follow-up activities with teacher candidates on what was learned at the ICLC or Our Kids? What type of follow-up activities? Please explain.

Eighteen educators responded to the third question, giving a total of 25 responses. Table 69 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 69: *Educators' categories and frequencies of responses in each category to the question, how do you conduct follow-up activities with candidates on what was learned at the ICLC or Our Kids*

Category	Response Frequency

Discussions	7
Student use, implementation	5
Incorporate into course	4
N/A	4
Other strategies	3
Sample lesson demonstrations	2

Seven responses indicated discussions occur about the content of the ICLC and/or Our Kids conferences. Five responses indicated that students have been asked to implement and/or share strategies and knowledge gained from the conference. Some examples include:

- *Students relate through activities/presentations to classmates*
- *Brought two [candidates] last year [who] did a project for grade*
- *I have found these students using (student teaching_ many of the strategies they learned in Our Kids*
- *I ask students to note strategies they observe in their field experience*

Four responses indicated the strategies and knowledge are incorporated into their course, either through lectures or in a more general fashion. Another four responses indicated the question did not apply; one specified it was the first time attending and another specified that they did not bring candidates this year but plan to do so next year. Three responses mentioned other strategies, including videos, history of immigration & ELLs in Iowa, and sharing handouts from the conference. Two responses indicated the educator conducts sample lessons.

The fifth open-ended question asked:

> How have you evaluated, formally or informally, the extent to which any follow-up activities have been effectively learned by the teacher candidates?

Eighteen educators responded to question 5, yielding a total of 20 responses. Table 76 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 70: *Educators' categories and frequencies of responses in each category to the question, how have you evaluated follow-up activities*

Category	Response Frequency
No evaluation	4
NA	4
Other evaluation	4
Discussion	3
Observation	2
Journaling	2
Student presentations	1

Four responses indicated no evaluation had occurred and another four indicated the question was not applicable. Four responses mentioned various evaluation methods that had been used, including essay questions, surveys, and rubrics. Three responses mentioned candidates are evaluated informally through class discussions: "Primarily informal discussion. Often students who participate will talk about their experiences in classes or model things they've learned." Two mentioned observation and another two mentioned journaling. One indicated students do individual presentations on what they learned at the conference.

The sixth open-ended question asked educators:

What new learning that you gained at the ICLC do you hope to implement immediately?

Fifteen educators responded to the fifth question, giving a total of 18 responses. Table 71 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 71: *Educators' categories and frequencies of responses in each category to the question, what new learning that you gained at the ICLC do you hope to implement immediately*

Category	Response Frequency
Tim Rasinski	4
Cultural information	3
Reading, vocabulary strategies	3
Incorporate information	3
Incorporate strategies	3
Utilize Polycom	2

Four responses indicated educators intend to implement strategies learned in Tim Rasinski's sessions, including literacy and language strategies. Three responses indicated educators intend to implement cultural information and increasing cultural awareness. Another three indicated reading and/or vocabulary strategies would be implemented. Three responses specified information, including an increase emphasis on refugees, social concerns, and special education information. Three responses specified strategies, including cooperative learning. Two responses indicated educators intend to implement the Polycom technology.

4.4.5 Findings from the educator interviews regarding educators' planning, curricula, and preparation of teacher candidates

Interviews with teacher educators were conducted in spring 2007. A total of 355 quotations are organized into the 52 themes that emerged from the non-demographic interview questions. The size for the majority of the quotes includes multiple (3 or 4) exchanges between the interviewer and the interviewee. Toward presenting the data in an efficient manner, categories that could be grouped into overarching structures were formed by a third rater. Codes are <u>not</u> mutually exclusive. This decision was made primarily because of the size of quotes, which often include multiple (three or four) exchanges between the interviewer and interviewee. Some quotes were necessarily large in order to retain the context necessary to convey the educator's responses to the interview questions.

The analysis resulted in 53 codes, not including demographic information such as courses taught and educators' experience with other languages and cultures. The 53 codes were put into broader families, given the major questions posed in the interview and the purpose of the interview. Table 72 provides a summary of the families and the number of codes in each family.

Table 72: *Educator interviews, family names and frequencies*

Family name	Frequency
Classroom strategies used, knowledge conveyed by teacher educators	16
Educator's activities related to TQELL	8
Sources of evidence	8
Comments, concerns and feedback	9

regarding TQELL	
Candidates' changes	6
Changes and impacts of educators' changes	6

The largest family focused on classroom strategies and contains many more categories than the other five families. The categories subsumed under the first family were reviewed to determine whether it would be useful and feasible to split this into two smaller categories. Given the diversity of responses and categories, however, this category remained large. Further, the educators provided the most information regarding their own classroom activities, so the size of this category accurately reflects the content of the interviews.

Further details on all of the categories are provided prior to each table and a summary of those categories is provided following each table. Identifying information has been redacted, such as names of IHEs, names of schools and districts, and names of other grants related to ELLs. Quotes are provided in the analysis to provide exemplars of category inclusion. Extraneous information was removed from these quotes to enhance readability.

E = Teacher Educator
I = Interviewer

Results from the first two categories are presented in this section of the report. Results from the remaining sections, including educators' demographic information, can be found the appropriate sections of this report.

The first family consisted of the classroom strategies used and the knowledge conveyed by teacher educators in their courses with teacher candidates. This family contains 16 categories, which include 181 quotes. Exemplar quotes are included for each category; further details on select categories are provided following the table.

Table 73: *Classroom strategies used, knowledge implemented by teacher educators*

No.	Code	n	Exemplar
1.	Resources	30	E: Postville: When Cultures Collide." I: Sure…uh huh. E: We watched that last week. And I kind of forgot about it at first. And then I was going back over what I had done last time and I'm like 'Oh, my gosh! I can't believe I forgot to show this' and – you know – that was an awakening, to… I: Uh huh. E: …all of the students. And to be able to talk about, you know, was language a factor here? What are all the different components here? And unfortunately, the Hasidic Jews don't go to school with the other kids so you couldn't really look at that piece, but… I: Right. E: …the Hispanic part and stuff like that. So, yeah, we've used that. The CD-Rom that the – I forgot who put it out – the Department of Ed, maybe, I can't remember – but, the one that everybody got a copy of, all the schools got a copy of, and then I think they gave them out at the…maybe Our Kids last summer.
2.	Culture and empathy	29	E: "I mean, you're always going to have stuff that overlaps, but to try to, based on what we're hearing at the conferences and what we're hearing people talk about, you know, that know this material much more in depth than we do, is try to separate those things out a little bit more and decide what goes in what course and then how deep to go with students that, you know, really don't have any background for the most part in language and culture aside from your traditional elementary classroom requirements. I'm not sure whether I'm answering your question… I: Yes, you are. So, probably the things you've changed the most are the cultural – attention to the cultural aspects rather than the language acquisition parts?" E: Yeah, that's probably what I've changed the most."
3.	Differentiation and accommodations	24	E: "…that we asked the questions about what if you had ELL students or if you have ELL students in your classroom, you know, what could you do? How could you incorporate this…"
4.	Language acquisition	12	E: we looked at how the English language is set up, how it's put together, the linguistics of the language. And I had not done that before. So, just even how complicated and complex our language is and why early language learners would... I: have difficulties. E: Yes. Why they have difficulty and would need extra instruction
5.	Enhanced experiences for candidates	12	E: And I'm in the process of the trying to get some experiences for my kids in my classes so that they can be immersed in a culture and in a language that they don't speak. So they can see what it feels like.

6.	Lesson plans; language objectives	11	E: In their lesson plans, they needed to be conscious of what kind of differentiation would they do if they had an English Language Learner in their classroom. That I didn't do as much as I wanted to because they are just beginning to become conscious of this. And I did have scheduled someone to come in and teach my Math Methods class – to teach a math lesson totally in Spanish. I: Oh, wow. E: But then that person had an accident and wasn't able to come.
7.	ELL strategies apply to all students	10	E: "And another idea that I've tried to pass along to all of the students is that, you know – we had been looking at a number of difficulties that speakers of other language have and how some of the strategies you might use to help them along, whether it's very young children using pictures – rebus kinds of language things – how that's not necessarily good only for students who speak other language but for myriad students who have difficulty, you know, in school.
8.	Field visits to ESL classes; more practicum	9	E: …in the general methods course, I just included a lecture about being aware, you know, here are the characteristics of an English Language Learner and why we need to be concerned about it. In the Math Methods Course, it was basically that same lecture but then during their practicum they were to interview their teacher about the students in their classrooms that were English Language Learners and what kinds of differentiation of instruction did the teacher use.
9.	ELL versus special education	7	E: Oh, another thing just comes to mind about special ed. A lot of them reported they were concerned that there was – you know – ELL kids because there was no other place to go – you know they were being referred for special ed. I: Oh, inappropriate placement, because of language. Ok. So they're learning more about that, too. E: Yes. I: And that's…is that as a result of thinking about it through the program or through your sort of spinoffs from the programs or do you think it was…? E: No, it was observation. 'Cause I didn't bring it up – we didn't really talk about. I: So, from the practicum itself. Ok. E: Practicum makes a BIG difference.
10.	SIOP/sheltered instruction	7	E: I like to-in the courses that I teach-I like to tie together the sheltered instruction-- I: Ok-talk a little more about that. E: --differentiation. Ok. I've had [?] training-sheltered instruction training and I like to share the model of planning and viewing normal lessons with language objectives. So, looking at content always through the language lens and what are your language objectives for your lesson? And so, we tie that together in all of our classes. We come back to that in each class. In methods, we do a full blown [?]plan. But then in other classes we keep referring to-you know-what are the language objectives as you look at your content? And as students-you know-take the language acquisition class-the theory of language and linguistics course-we try to emphasize that differentiated model of instruction where you plan for strategies that will reach a diverse group of learners. And also the really big question a lot of the teachers have in my courses is: how do we know if it's special ed or language? I mean-that's always a question that keeps coming up over and over. And I don't know that even in this field there's a great answer to that question. Because there's so much information you need to collect before you can make an informed decision.
11.	Adapting activities from conferences	6	E: And I think these two books do a really nice job or that, and then along with that, what we're doing is – I'm calling them culture kits – I don't need to call them anything – but I got them all little plastic boxes and we're doing things as we go through

			the book and go through the books or we see some videos and things like that that have to do with culture and thinking, "If you had kids in your class from another culture, what are some things you could do?" and so we're trying to do some thing like at the ICLC thing – I went to a session on – I don't even remember what it was called – but it was a group from St. Louis that a lot of immigrants I guess go to classes there. We never could tell if they lived there or not but anyway, PowerPoint was the whole thrust of this and they would have the kids make PowerPoint presentations and stuff like that. So, we just did one of those in our class – and I haven't seen them yet they're going to present them next week, --but trying to adapt some of the stuff that I found worked with these people in St. Louis and actually having to use language and use technology and all of that being part of – you know – American school culture as well as the content of the PowerPoint itself
12.	Immigration	6	E: And we talk more about immigrants-the realities of immigration and whether it's documented or undocumented and...
13.	Academic language vs. social language	5	E: And because of what I've been doing, I've been able to give them some better suggestions as far as things that they might consider or to better understand their situations. I: Ok. Tell me about some thing you think you've passed on to… E: Well, when we talk about helping a teacher who teaches biology, who is in a school where vocabulary instruction has been a major focal point – some of the things that – some of the sessions that I've gone to relating to academic language. You know – I've tried to help them look at some strategies for…or to understand the problems that students might encounter in their biology class because of the language of the class. I: Right. E: And some ways that they might help the students acquire that language.
14.	Institution requirements	5	I: "…some kind of real holistic change, which, I think, we're pretty – our school also requires our students to take a number of special education courses in order to graduate for elementary. So, in the past, I think we've tried to look at things, I guess, and I teach new methods and all kinds of stuff to elementary students and I think we've made a concerted effort in the past to, kind of, what if you had students that whatever this disability kind of thing is or you had gifted and talented students in your class and ELL wasn't a real big part of that was asked with that…
15.	stimulating class discussions	4	E: I honestly don't know. I know that it's raised some high stress level for some about "I didn't know anything about this"-and, you know-"I don't know." "I'm not going to be teaching in a community that has language learners, I don't think." So, and so then we talk a little bit about the demographics of Iowa and that's what I'm so excited about this Carver Institute this summer. We're going to learn more about the more current demographics across the state with language learners and with immigrants. So I'll have better ammunition for the fall to be able to present some concrete things to class. But, in the meantime, we talk about just different communities and then people start telling their stories about their communities. And the way that they talk about it, to me, is powerful because they start talking about it as a deficit for their community and as we've moved through these conversations, they're beginning to see the whole history of immigration for their own families coming to the state. And then the immigration of the new families that are coming. And they're starting to see it more as a linguistic and economic and mobility issue rather than a deficit for a community.
16.	educators should practice the suggested teaching strategies	4	E: This whole cultural awareness thing-I think we're all struggling with. It's great for us to tell...One of the issues is it's great to be telling people "Here's what you should be doing in your schools" but here's what we should be doing at the University, then. We should be modeling that in how we're teaching our classes. And there's where the rubber hits the road. And that's what's really been challenging. How do I do that in my own teaching so that they can see it as a student?

The categories with the highest number of responses, resources, contained various resources reportedly used by the educators in their own teaching. A number of these resources were obtained at professional development opportunities associated with the TQELL project, the ICLC and the Our Kids Summer Institute. For example, four educators reported using the Our Kids DVD they received at the Our Kids 2006 Institute. Another four stated they used or modified other materials and information received at either the ICLC or Our Kids; one of these educators modifies information from the Our Kids presentations in handouts she provides teacher candidates. Six quotes included information on textbooks used on ELL-related topics, such as Tomlinson's differentiated instruction, Marie Clay's running records, "Myths and Realities: Best Practices for Language Minority Students", a Marzano book on research-based strategies for ELLs, and self-study resources (authors: John Loughren, Mary Lynn Hamilton, Stephanie Pinnegear, Robert Boughla). Three reported using movies, including: Postville-When Cultures Collide; Freedom Writers, and the PBS series "America". Two reported using PowerPoint; one reported making PowerPoint presentations available to candidates and the other reported it as a strategy for ELLs. Two reported using people from the community as resources, including having immigrants come in to speak to the candidates and getting information from a social worker and a lawyer about laws relating to immigration. One educator reported using vignettes of ELLs in classrooms.

The next three categories were topics educators discussed in their own classes and/or goals they had for candidates who took their courses: culture and empathy, differentiation and accommodation, and language acquisition. The fifth category, enhanced classroom experiences, included quotes that mentioned how courses have been improved for candidates, such as bringing in speakers or being more explicit about teaching ELLs. Some educators reported larger changes, such as this:

Educactor:	we are embedding ESL in all of our teacher ed classes, especially the methods classes. So, there's a component in our lesson plans that calls for what types of accommodations are made for diversity.
Interviewer:	Ok. And-I'm sorry, you might have already said this, but was that for a specific class or for every...?
Educator:	It's for all of the teacher ed classes, but the emphasis is in the methods classes.
Interviewer:	And this started since the TQELL...?
Educator:	Yes.

The remaining categories include topics and activities implemented in the educators' courses.

The second family consisted of the educators' activities related to the TQELL project, including things they have gotten out of the program (e.g., networking, collaboration) and other ELL-related activities, including the Polycom which is part of the TQE project.   This family contains eight categories, which include 64 quotes. Exemplar quotes are included for each category; further details on select categories are provided following Table 74.

Table 74: *Educators' activities related to TQELL*

No.	Code	Freq.	Exemplar
1.	Networking	15	E: Just a chance to begin to network and also begin to see what kind of professional opportunities are available to them.
2.	Collaboration between IHEs and school districts	11	So, our students-and I would say, all of that came about through the conversations that we've been able to have as being part of TQELL is knowing-and this emphasis on family and community resources-so our students have put on a family math and literacy night at the school, both in the fall and in the spring. And we've really been able to broaden our assignments to be able to cross the curriculum of literacy and math. And then to be able to think of these other issues of family and community resources and what they bring to the classroom and that whole notion of community and how community works to help children who are new to the United States and new to the language of [city], Iowa. And how they learn that that and how they experience that.
3.	Better informed	10	E: The first time you're kind of just getting a feel of things and the people and stuff. I'm not sure if I'm really doing anything different but I do feel more aware of what's going on statewide and I think that's a good thing.
4.	Collaborate with colleagues at university	8	E: And that's why I'm hopeful some time we'll have time to sit down as our methods group here and – 'cause we've got social studies methods, science, math and…if we could just come up with a way for that to – you know – curricularly communicate that.
5.	Increased motivation to pursue ELL opportunities	7	E: If I hadn't been part of the grant, I wouldn't have gone to the conference probably. J: Ok. TE: And I wouldn't have-you know-pushed my students and myself to do the kinds of work that we're doing. So, in a way, it is a result of the grant. It's an indirect result of the grant-let's put it that way.
6.	Polycom	5	E: I wrote a grant with the assistance of a grant writer here on campus to get a Polycom unit and that was granted to us. So, we were able to obtain that.
7.	Presented at conferences	5	E: Well, yeah-because I'm part of the program. I have to go to those conferences. And I just didn't want to go and not-you know-participate better and we had something to share. So if I hadn't been part of the program and hadn't been motivated to go to the conference, then I wouldn't have shared what I thought was something very-oh, it's just for us, you know? But then our session was packed with people and nobody left and there were people that were sitting on the floor and when nobody left, I thought "Well, we must..." I was very ambivalent about what we were sharing and then realized that people were hungry for that information.
8.	Educator has a solid ESL/bilingual ed. background	3	E: Because one of the nice things that both Our Kids and the ICLC do is not necessarily the information you're going to give me but it's the opportunities we have to network with the K-12 teachers. So that's much more important to me because where I'm at right now in my professional career, I could probably teach some of those things that we're doing at ICLC, etc. So what's very important to me is getting a lot of feedback from my previous students at [IHE] and figuring out what were their needs when they entered the classroom, where we didn't give them maybe enough focus or we didn't pay enough attention to it. And so I suppose one of the things I understand now after having attended was that we definitely need to get more fieldwork experience in our TSEOL programs - into our methods programs and that's a huge thing.

The categories with the highest number of responses, networking, contained quotes which mentioned the usefulness of networking that they had done through the TQELL project. This is broader than the fourth category, which focuses on collaborating with other educators. For the second category, most quotes reported that educators were working with near-by school districts with higher populations of ELLs. The quotes in the third category indicated that ten educators felt they were better informed of the issues involved in teaching ELLs. The fifth, sixth, and seventh categories deal with opportunities related to the TQELL project, including the Polycom. The eighth category included three educators who reported having a strong background in ESL prior to participation in TQELL.

4.4.6 Findings from the 2007 ELL Summer Institute regarding changes in educators' teaching

As part of the 2007 ELL Summer Institute survey, educators' completed retrospective pre-post questions concerning their abilities before and after the Summer Institute regarding various knowledge and skills related to ELLs. The directions for this section were as follows:

> *For each item below, rate your ability **before** your participation in the 2007 Our Kids Summer Institute and **now**, after the 2007 Summer Institute. Circle the letters in the scale on the right, which ranges from Strongly Agree (SA) to Strongly Disagree (SD) that best estimate your degree of confidence. Depending on your prior experiences and the sessions you attended, only some of the items will apply. If an item does not apply to you, please circle nr, no response*

Participants had a six point scale, ranging from strongly agree (6) to strongly disagree (1). Each scale point had a descriptor:

Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No Response
SA	**Ma**	**sa**	**sd**	**Md**	**SD**	nr

Twenty-five educators completed the survey; numbers of respondents are included for each question below. Items are organized by nine areas, including: ELL needs and instruction, language and literacy, content area knowledge and instruction, using data, assessment, special education, dual language, ELL policies and programs, and culture and community.

Table 75: *Educators' abilities before and after the ELL Summer Institute*

Question	n	Before		Now	
		Mean	Std Dev	Mean	Std Dev
ELL NEEDS AND INSTRUCTION					
1. I am able to recognize the specific needs of ELLs	24	4.65	1.22	5.38	0.77
2. I am able to respond to the important challenges of classroom instruction of ELLs	22	4.59	1.18	5.32	0.65
3. I am able to provide effective academic support to ELLs in my classroom	19	4.53	1.12	5.26	0.87
4. I am able to evaluate classroom materials to select those which are most appropriate for ELLs	22	4.59	1.10	5.09	0.92
5. I am able to adapt or modify curricula appropriately for ELLs	24	4.54	1.14	5.17	0.82
6. I am able to create new classroom materials appropriate for ELLs	23	4.43	1.20	5.17	0.72
7. I am able to recognize different educational needs of ELLs in my classroom	20	4.50	1.05	5.35	0.75
8. I am able to design activities for a differentiated classroom	22	4.68	0.99	5.45	0.60
9. I am able to assure that all students are meeting the same objectives in a differentiated classroom	22	4.09	1.41	4.77	1.15
10. I am able to use readiness, interest, and learning profiles to shape classroom instruction	23	4.48	1.31	5.00	1.13

Question	n	Before		Now	
		Mean	Std Dev	Mean	Std Dev
11. I am able to implement strategies to improve learning for ELLs rather than simply change their learning experience	22	4.45	1.22	5.18	1.10
12. I am able to apply SDAIE or Sheltered English techniques	18	3.56	1.34	4.28	1.41
13. I am able to integrate my knowledge of SDAIE techniques into useful classroom practices	14	3.50	1.34	4.07	1.44
14. I am able to use the student profiles associated with ELLs	19	3.95	1.72	4.32	1.49
15. I am able to develop clear goals for the instruction of ELLs	23	4.39	1.44	5.13	1.14
16. I am able to assist ELLs to attain greater general academic achievement	23	4.61	1.27	5.22	1.13
17. I am able to identify activities which fit the needs, ages, and proficiency levels of ELLs	22	4.59	1.33	5.18	1.14
LANGUAGE AND LITERACY					
18. I am able to apply theories of language acquisition to ELL instruction in my classroom	23	4.61	1.34	5.04	1.19
19. I am able to teach new vocabulary to ELLs	23	4.74	1.21	5.26	0.92
20. I am able to use my knowledge of literacy development as it specifically relates to ELLs	22	4.45	0.96	5.09	0.87
21. I am able to use strategies for accelerating the language and literacy development of ELLs	22	4.32	1.17	4.91	1.19
22. I am able to implement the concept of phonemic awareness as it applies to teaching ELLs	24	4.46	1.32	5.00	1.25
23. I am able to implement the concept of phonics as it applies to teaching ELLs	22	4.41	1.37	4.86	1.32
24. I am able to implement the concept of fluency as it applies to teaching ELLs	25	4.72	1.02	5.25	0.88
25. I am able to implement the concept of vocabulary teaching as it applies to ELLs	23	4.74	1.10	5.30	1.02
26. I am able to implement the concepts from text comprehension as they apply to teaching ELLs	22	4.59	1.26	5.00	1.23
27. I am able to facilitate improved language and literacy development for ELLs	24	4.58	1.28	5.08	1.14
CONTENT-ARE KNOWLEDGE AND INSTRUCTION					
28. I am able to teach ELLs effectively in my content areas	19	4.26	1.69	4.89	1.29
29. I am able to use appropriate techniques to teach standard course content to ELLs	19	4.42	1.54	5.05	1.27
30. I am able to use visual materials to enhance language and science content learning	19	4.58	1.57	5.32	1.25
31. I am able to enhance ELLs' learning of key science vocabulary	14	4.36	1.45	4.93	1.27
32. I am able to understand ELLs and their language needs in mathematics and science	14	4.29	1.27	5.00	1.24
33. I am able to look for recurring themes that might cause math difficulties for ELLs	14	4.36	1.34	4.93	1.38
34. I am able to use hands-on experiments and visuals to enhance learning of language and science	14	4.79	1.37	4.93	1.33
35. I am able to make science texts more comprehensible for ELLs	15	4.53	1.30	4.73	1.22

Question	n	Before		Now	
		Mean	Std Dev	Mean	Std Dev
36. I am able to understand ELLs and their language needs in math	15[1]	4.33	1.29	4.79	1.31
37. I am able to recognize the challenges ELLs face in math	15	4.53	1.36	4.93	1.28
38. I am able to assess ELLs achievement in content-area writing	19	4.63	1.42	4.95	1.22
39. I am able to assess ELLs' content-area reading comprehension	21	4.71	1.49	5.00	1.26
USING DATA / DATA-DRIVEN INSTRUCTION					
40. I am able to interpret data to identify the needs of ELLs	20	4.30	1.63	4.40	1.73
41. I am able to make decisions about ELLs based on data	20	4.30	1.72	4.60	1.76
ASSESSMENT					
42. I am able to accurately assess the achievement of ELLs	17	4.35	1.54	4.65	1.54
43. I am able to provide effective feedback and follow-through from the assessment of ELLs	17	4.53	1.55	4.82	1.55
44. I am able to use performance-based assessments for measuring the classroom achievement of ELLs	17	4.65	1.54	4.94	1.56
SPECIAL EDUCATION					
45. I am able to prevent the inappropriate referral of ELLs to special education programs	14	4.50	1.34	4.71	1.38
46. I am able to engage in early intervention strategies for ELLs with learning difficulties	15	4.40	1.30	4.53	1.36
DUAL LANGUAGE					
47. I am able to teach reading in Spanish	14	2.71	1.94	2.71	1.94
48. I am able to identify characteristics of exemplary dual language programs	12	3.25	1.60	3.73	1.79
ELL POLICIES AND PROGRAMS					
49. I am able to address legal issues related to ELLs	18	3.50	1.76	4.18	1.67
50. I am able to identify immigration laws that impact students and families in Iowa	17	3.41	1.80	4.13	1.67
51. I am able to identify appropriate programs and services for ELLs based on civil rights laws	17	3.88	1.58	4.44	1.55
52. I am able to use information from the Iowa Parent Organization	12	3.17	1.80	3.45	1.75
53. I know how to implement an ELL program for my district that meets state and federal guidelines	12	4.08	1.93	4.09	2.02
CULTURE AND COMMUNITY					
54. I am able to create a collaborative learning environment for ELLs, their parents, teachers, and administrators	18	4.50	1.34	4.83	1.29
55. I am able to manage the role that culture plays in teaching ELLs	23	4.78	1.28	5.26	1.14
56. I am able to integrate my knowledge of culture into useful classroom practices for ELLs	24	4.92	1.02	5.29	0.81
57. I am able to identify the problem of deficit beliefs with regard to ELLs and academic achievement	20	4.85	0.99	5.25	0.91

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[1] There was one less respondent for the "now" portion of questions q36, q48-q53

Question	n	Before		Now	
		Mean	Std Dev	Mean	Std Dev
58. I am able to focus on the characteristics and needs of diverse students rather than their perceived deficiencies	22	5.09	0.97	5.45	0.67
59. I am able to identify strategies for building community support for an English as a second language program	21	4.24	1.45	4.71	1.35
60. I am able to deal effectively with issues of poverty in the classroom, building, or school district	20	4.50	1.36	4.90	1.29

Open-ended items

Educators also responded to open-ended items, some of which informed educators' changes and planned changes. Questions 3 and 4 of the 2007 ELL Summer Institute survey provide evidence toward answering the fourth evaluation question regarding what IHE participants have changed regarding curricula, planning, and teaching.

Question three asked educators:

> *What new learning that you gained at the Summer Institute do you hope to implement immediately at the beginning of the school year?*

There were 18 educators who responded to this question for a total of 25 responses. The following narrative and table provide additional information on the categories of responses.

Table 76: *Educators' categories and frequencies of responses for the question, what new learning from the Summer Institute do you hope to implement immediately?*

Category	Response Frequency
Strategies	5
Vocabulary	4
Speaking, communication	3
Activities	2
Math	2
Reading, comprehension	2
Special education	1
Reinforced current activity	1
Not applicable	1

Five educators intend to implement strategies learned at the Institute immediately; one educator specified writing strategies and another specified science strategies would be implemented. Four educators intend to implement vocabulary strategies, with one educator specifically citing the information taught by Dr. Kate Kinsella. Three educators indicated they would implement speaking and communication strategies.

Two educators intend to implement each of the following: activities, math strategies, and reading and comprehension strategies. The specific things listed in the activities category were pictures and projects. One educator proposed to implement special education strategies: "I appreciated Shernaz Garcia's teaching and will draw on her work and recommendation for an upcoming ESL endorsement course." One educator indicated the Institute reinforced the activities they had already implemented. One educator was a school psychologist and wrote the question was not applicable.

Question four asked educators:

What do you intend to accomplish related to ELLs this coming year?

There were 21 educators who responded to this question, for a total of 22 responses.

Table 77: *Educators' categories and frequencies of responses for the question, what do you intend to accomplish related to ELLs this coming year?*

Category	Response Frequency
Integration of information into current courses	5
Increase own knowledge, experience	4
Culture	3
Increase candidates' experience in classrooms	2
Communication strategies	2
Teach candidates to better serve ELLs	2
Resources, books	1
Equitable assessment	1
Share content with colleagues	1
Not applicable	1

Five educators intend to integrate knowledge from the Institute into their current curricula and courses. An exemplar response in this category is, "[I plan to] extend content related to ELLs in my courses taught." Four educators plan to extend their own knowledge or experiences related to ELLs, including "increase my own knowledge of ELLs in classrooms" and "maybe volunteer for tutoring in after school program, if my time allows."

Three educators indicated they would incorporate culture into courses. Two indicated they would increase candidates' opportunities to gain classroom experience: "give my pre-service teachers greater access to the actual classroom" and "[give candidates] more experience in working with ELLs and visiting ELL classrooms."   Two educators indicated they would implement communication strategies and two indicated they would teach candidates to better serve ELLs.

One educator provided a comment for the remaining categories. One educators plans to have "a list of resources [and to] add books to the curriculum." One educator planned to do "more advocacy work in the area of equitable assessment." One educator planned to share content with colleagues and another did not think the question was applicable.

4.4.7 Findings from the 2007 ELL Summer Institute regarding changes in candidates' teaching

There were 25 candidates who responded to the third open-ended question:

What new learning that you gained in the Summer Institute do you hope to implement immediately at the beginning of the school year?

Table 78: *Candidates' categories and frequencies of responses to the question, what new learning gained at the Institute do you hope to immediately implement?*

Category	Response Frequency
Vocabulary	12
Strategies and general knowledge	6
Math	3
Writing	3
Reading	2
Language acquisition strategies	1
Science	1
Interaction with students	1

Twelve candidates indicated intent to implement vocabulary strategies immediately. One candidate specified: "using cards to write down vocab, draw a picture and write a sentence related to them with that word. As they make the words theirs let them take the card out and put new ones." Six candidates indicated they would implement general ELL strategies and knowledge, with no further specification. For example, one candidate wrote: "At this time I am preparing my education portfolios where I will include these experiences under the fellow candidate participation standard in furthering professional achievements."

Three candidates plan to implement math strategies and another three candidates plan to implement writing strategies. Two candidates plan to implement reading strategies. One candidate plans to implement language acquisition strategies and another candidate plans to implement science strategies. One candidate indicated intent to interact with students.

Question four asked candidates:

What do you intend to accomplish related to ELLs this coming year?

There were 14 candidates who responded to this question; many did not respond, but indicated they were not yet teaching. There were a total of 14 responses.

Table 79: *Candidates' categories and frequencies of responses to the question, what do you intend to accomlish with ELLs this coming year?*

Category	Response Frequency
Improve teaching, knowledge	7
Involve parents and community	3
Incorporate culture	2
Literacy backpacks	1
Vocabulary development	1

Most candidates indicated they hoped to continue to gain more knowledge about ELLs and methods of instruction. Exemplar statements were, "I intend to complete my ELL practicum with engaging and interactive teaching strategies" and "[I will] keep researching the newest methods and boost awareness." Three candidates intended to involved parents and community. Two planned to incorporate culture. One candidate intended to implement literacy backpacks and another planned to focus on vocabulary development, writing, and reading.

4.4.8 Findings from the candidate interviews regarding candidates' planning, curricula, and teaching of ELLs

Interviewees were asked in what ways they thought being part of the project was beneficial to them in preparing to work with ELLs. Twelve of the 13 teacher candidates mentioned learning about new strategies and activities as being the most beneficial for them. Several students mentioned the importance of having lots of different types of strategies that were helpful with all learners, not just ELLs. They mentioned math, vocabulary and reading strategies. Some of the specific strategies they mentioned, or people who provided them with useful strategies or activities were:

- Use of visuals
- Literacy backpacks
- Three little pigs story (Holly Kaptain), read-aloud in Spanish
- Tim Risenski
- Socorro Herrera
- Stephanie Wessels

- Kate Kinsella

Other project aspects mentioned by teacher candidates as being beneficial for them were:
- Feeling more comfortable working with ELLs
- Hearing the Hmong speaker from Minneapolis (ICLC 2007)
- Receiving all the handouts at the conferences
- Talking to other teaching professionals
- "PEPSI" ideas on the stages of language acquisition
- Being in a professional environment
- Hearing the perspective of Vinh Nguyen (and co-presenter) about adapting to a new culture
- Learning importance of saying student's names correctly
- Learning to be compassionate
- Knowing that there are organizations out there to help teachers work with ELLs
- Importance of learning about and accepting other cultures

Benefits of their teacher education program for working with ELLs
Interviewees were asked what components of their teacher education program were most helpful to them in preparing to work with ELLs. The most common response, mentioned by about half of the respondents, was learning about differentiated instruction. Teacher candidates mentioned learning about the value of differentiating instruction for all students, but particularly for ELLs. Several teacher candidates mentioned specific strategies they learned for differentiating instruction, including Sheltered Instruction and the use of techniques like PWIM. Another common response, given by about one-third of the interviewees, was the opportunity to get real world experience through practicum opportunities and student teaching. One teacher candidate said, "I think the theory related to the practice has been instrumental. To be able to know the theory and to connect it with real life and to be able to actually be in the classroom teaching…using those strategies."

Candidates also talked about the importance of the following elements of their teacher education for working with ELLs:
- Methods courses
- Classroom discussion (particularly of accommodations for different learners)
- Learning to be reflective practitioners (including effective modeling of this practice by their professors)
- Human relations class for teachers
- Language acquisition course
- Learning importance of wait time (particularly with ELLs)
- Learning about games and activities to celebrate cultures
- Getting reading endorsement helped learn more about differentiation and strategies

A couple of teacher candidates mentioned specific professors at their college who emphasize the importance of learning to work effectively with ELLs.

4.5 Q5 Findings

The fifth evaluation question asked: *In what ways have teacher candidates benefited directly and indirectly in ways that will positively affect ELLs and their learning in key content areas?* Evidence toward answering this question includes findings from the teacher educator interviews, candidates' responses to a retrospective pre-post survey at the ELL Summer Institute, candidates' open-ended responses from the ELL Summer Institute, and the candidate interviews.

Candidates' reported higher means after the Institute for a number of items, including key items such as: *I am able to recognize the specific needs of ELLs*, *I am able to adapt or modify curricula appropriately for ELLs*, and *I am able to teach new vocabulary to ELLs*. Educators reported that candidates have more confidence and that they may be getting more field experiences. Further, educators provided various suggestions for how the evaluation team might further address this question in Year Three of the project.

4.5.1 Findings regarding how candidates' may positively affect ELLS and their learning in key content areas, ELL Summer Institute

Section II of the 2007 ELL Summer Institute survey asked participants to indicate their ability or knowledge of each item stem prior to the Institute and following the Institute using a six-point Likert scale. The scale ranged from "strongly agree" (6) to "strongly disagree" (1). Twenty-five candidates completed the survey.

Table 80: *Means for candidates' knowledge and abilities regarding ELLs before and after the ELL Summer Institute*

Question	n	Before		Now	
		Mean	Std Dev	Mean	Std Dev
ELL NEEDS AND INSTRUCTION					
1. I am able to recognize the specific needs of ELLs	28	4.36	0.87	5.32	0.55
2. I am able to respond to the important challenges of classroom instruction of ELLs	28	4.04	1.00	5.14	0.76
3. I am able to provide effective academic support to ELLs in my classroom	25	4.04	1.14	5.40	0.71
4. I am able to evaluate classroom materials to select those which are most appropriate for ELLs	28	3.64	1.10	4.64	1.13
5. I am able to adapt or modify curricula appropriately for ELLs	28	3.57	1.32	4.75	1.27
6. I am able to create new classroom materials appropriate for ELLs	28	4.00	1.09	5.16	0.85
7. I am able to recognize different educational needs of ELLs in my classroom	25	4.08	1.15	5.12	0.73
8. I am able to design activities for a differentiated classroom	28	4.11	1.13	5.20	0.77
9. I am able to assure that all students are meeting the same objectives in a differentiated classroom	27	3.81	1.11	4.81	0.79
10. I am able to use readiness, interest, and learning profiles to shape classroom instruction	26	4.04	0.82	5.00	0.75
11. I am able to implement strategies to improve learning for ELLs rather than simply change their learning experience	27	4.04	1.13	5.24	0.80
12. I am able to apply SDAIE or Sheltered English techniques	20	3.65	1.35	4.45	1.50

Question	n	Before		Now	
		Mean	Std Dev	Mean	Std Dev
13. I am able to integrate my knowledge of SDAIE techniques into useful classroom practices	17	3.71	1.16	4.24	1.48
14. I am able to use the student profiles associated with ELLs	24	3.88	0.74	4.79	0.66
15. I am able to develop clear goals for the instruction of ELLs	25	4.00	1.04	5.16	0.62
16. I am able to assist ELLs to attain greater general academic achievement	27	4.19	1.11	5.19	0.79
17. I am able to identify activities which fit the needs, ages, and proficiency levels of ELLs	26	4.19	0.94	5.37	0.48
LANGUAGE AND LITERACY					
18. I am able to apply theories of language acquisition to ELL instruction in my classroom	27	4.04	1.22	5.04	0.90
19. I am able to teach new vocabulary to ELLs	28	4.18	1.06	5.43	0.79
20. I am able to use my knowledge of literacy development as it specifically relates to ELLs	27	3.89	1.22	5.00	0.92
21. I am able to use strategies for accelerating the language and literacy development of ELLs	26	4.08	0.93	5.12	0.71
22. I am able to implement the concept of phonemic awareness as it applies to teaching ELLs	26	4.27	0.96	5.00	0.80
23. I am able to implement the concept of phonics as it applies to teaching ELLs	26	4.12	0.99	4.96	0.96
24. I am able to implement the concept of fluency as it applies to teaching ELLs	27	4.00	1.18	4.83	1.05
25. I am able to implement the concept of vocabulary teaching as it applies to ELLs	28	4.04	1.17	5.18	0.98
26. I am able to implement the concepts from text comprehension as they apply to teaching ELLs	25	4.16	0.99	5.18	0.90
27. I am able to facilitate improved language and literacy development for ELLs	26	4.00	1.13	5.08	0.89
CONTENT-ARE KNOWLEDGE AND INSTRUCTION					
28. I am able to teach ELLs effectively in my content areas	25	4.20	1.22	5.12	1.05
29. I am able to use appropriate techniques to teach standard course content to ELLs	25	4.00	1.12	5.08	0.76
30. I am able to use visual materials to enhance language and science content learning	27	4.44	1.34	5.26	1.06
31. I am able to enhance ELLs' learning of key science vocabulary	18	4.06	1.30	5.00	1.08
32. I am able to understand ELLs and their language needs in mathematics and science	24	3.92	1.35	4.71	1.12
33. I am able to look for recurring themes that might cause math difficulties for ELLs	22	4.00	1.15	4.82	0.73
34. I am able to use hands-on experiments and visuals to enhance learning of language and science	20	4.05	1.19	5.10	1.12
35. I am able to make science texts more comprehensible for ELLs	17	3.53	1.23	4.71	1.49
36. I am able to understand ELLs and their language needs in math	22	3.64	1.22	4.59	1.30
37. I am able to recognize the challenges ELLs face in math	22	4.00	0.98	4.77	1.15
38. I am able to assess ELLs achievement in content-area writing	22	3.64	1.26	4.73	1.03

Question	n	Before		Now	
		Mean	Std Dev	Mean	Std Dev
39. I am able to assess ELLs' content-area reading comprehension	24	4.00	0.93	5.00	0.83
USING DATA / DATA-DRIVEN INSTRUCTION					
40. I am able to interpret data to identify the needs of ELLs	22	3.77	1.02	4.64	1.18
41. I am able to make decisions about ELLs based on data	23	3.61	1.12	4.39	1.31
ASSESSMENT					
42. I am able to accurately assess the achievement of ELLs	21	3.67	0.97	4.57	0.93
43. I am able to provide effective feedback and follow-through from the assessment of ELLs	23	3.65	1.11	4.48	1.16
44. I am able to use performance-based assessments for measuring the classroom achievement of ELLs	21	3.71	1.10	4.43	1.21
SPECIAL EDUCATION					
45. I am able to prevent the inappropriate referral of ELLs to special education programs	21	3.90	0.89	4.57	1.16
46. I am able to engage in early intervention strategies for ELLs with learning difficulties	20	3.85	0.81	4.60	1.19
Dual Language					
47. I am able to teach reading in Spanish	17	2.59	1.91	2.94	2.11
48. I am able to identify characteristics of exemplary dual language programs	16	2.81	1.60	3.56	2.10
ELL POLICIES AND PROGRAMS					
49. I am able to address legal issues related to ELLs	15	3.00	1.00	3.47	1.19
50. I am able to identify immigration laws that impact students and families in Iowa	16	3.19	1.52	3.75	1.48
51. I am able to identify appropriate programs and services for ELLs based on civil rights laws	15	3.33	1.29	3.73	1.33
52. I am able to use information from the Iowa Parent Organization	12	2.83	1.27	3.42	1.56
53. I know how to implement an ELL program for my district that meets state and federal guidelines	13	2.85	1.68	3.38	1.85
CULTURE AND COMMUNITY					
54. I am able to create a collaborative learning environment for ELLs, their parents, teachers, and administrators	22	4.32	1.25	5.00	0.82
55. I am able to manage the role that culture plays in teaching ELLs	24	4.33	1.13	5.17	0.76
56. I am able to integrate my knowledge of culture into useful classroom practices for ELLs	27	4.41	1.22	5.22	1.01
57. I am able to identify the problem of deficit beliefs with regard to ELLs and academic achievement	21	4.52	0.87	5.38	0.74
58. I am able to focus on the characteristics and needs of diverse students rather than their perceived deficiencies	24	4.54	0.98	5.29	0.86
59. I am able to identify strategies for building community support for an English as a second language program	24	4.21	0.88	5.17	0.87
60. I am able to deal effectively with issues of poverty in the classroom, building, or school district	23	4.17	1.19	4.91	1.00

Open-ended items

Candidates were asked to repond to open-ended items on the 2007 Summer Institue survey which inquired about what the candidates intend to implement from the Institute regardarding ELLs. Though most candidates are still inservice teachers, many responded that they would implement

various strategies and knowledge into their practicum or student teaching experiences. The third question on the survey asked candidates:

> What new learning that you gained at the Summer Institute do you hope to implement immediately at the beginning of the school year?

Of the 28 candidates who completed the survey, 25 provided a response to this question. These responses are summarized in Table 81 and further detailed in the narrative following the table.

Table 81: *Candidates responses and categories of responses to the question, What new learning gained at the Institute do you home to implement immediately?*

Categories	n
Vocabulary	12
General strategies and knowledge	6
Math	4
Writing	4
Reading	2
Interaction with students	1
Language acquisition strategies	1
Science	1

The majority of candidates indicated they intended to implement some sort of strategy or strategies learned at the Institute. Twelve planned to implement vocabulary strategies, with a few candidates specifically citing the strategies taught by Kate Kinsella. Six candidates planned to implement general knowledge or strategies from the Institute: "I am not a teacher yet but I start practicums this fall so hopefully I can use everything I learned." Four candidates indicated math strategies and another four indicated writing strategies. Two indicated reading strategies. One candidate indicated each of the following: increase interactions with students, implement language acquisition strategies, and implement science strategies.

4.5.2 Findings regarding candidates' change and how to measure that change, educator interviews

Educators were asked to provide suggestions for how to determine the effectiveness of the educators' instruction on the candidates' skills and knowledge regarding ELLs. The third family consisted of the sources of evidence that educators suggested to determine the effectiveness of their instruction on candidates' ability to work with ELLs.   This family contains eight categories, which include 65 quotes. Exemplar quotes are included for each category; further details on select categories are provided following the table.

Table 82: *Sources of evidence for candidates' change regarding ELLs*

No.	Code	n	Exemplar
1.	Student writings	15	E: And one really interesting proposal that came out of – from one of those students – was a teacher who teaches art in the [name of city] school. And her proposal had to do with vocabulary in art and the way she implemented it – the results she got were really, very interesting in helping students acquire English in her content field.
2.	Survey	15	I: So, do you have any way of thinking about whether you're making an impact? E: Right now, I can tell you the information I have is real informal. One of the things I started thinking about once I got your phone call was—we do send out surveys to graduates and stuff like that, to ask some questions about that on there, which we haven't done. What has happened, though, especially as student teachers have come back for their sessions…a lot of

			time, though that is one of the things that they'll talk about is having—working with ELL students and how glad they are that they've had some ideas of things to do. And—not that we have a perfect program by any means—but at least they've got a little bit… I: Mmhmm. E: …of a heads-up on some things that they could do that they might not know otherwise. And especially the kids that have had the opportunity to go to Our Kids and, I feel…Se, I've used a lot of the things and a lot of the knowledge and materials from there and I also see it spreading throughout their work in other classes –which is nice.
3.	Outcomes	9	E: I would say the accommodations. And the attitude – if there's a way to measure attitude. And see, those kids that signed up to go to ICLC were kids who were very…see, they went to practicum last fall and then they signed up for ICLC this spring. And the kids that I got to sign up were with ELL teachers that were either very, very good – and I had one who was with a classroom teacher that had a very bad attitude – and so she just said 'I've got to learn more' – you know – 'I don't want to be like that.' And so, I'd say if you could measure attitude someone and knowledge of issues or something.
4.	Interviews or focus group	8	I: Would you be willing to even, like – you know – do a short…if we gave you the questions – sort of a little focus group kind of thing? I: Yes. Yes. We could do that.
5.	Observe student teaching	7	E: I have been noticing with my student teachers some kinds-and many of these student teachers I had throughout their teacher preparation program-at least one if not in two or three courses. So, you know, it's been fun for me to be able to now go into the classroom and watch them as they adapt some of the things that they've learned with the students. And every one of my student teachers is in a classroom with English language learners, so they're starting to see the reality of using these kinds of things.
6.	Other suggestions	6	E: There's actually a survey or a self-assessment survey for teachers to take in looking at how they work with English language learners. It's Susan Watts Taffe and I can't remember who she worked with on it.
7.	Anecdotal	3	E: Well, an example today is we had kids also just went -- a bunch of kids just wnet to a math conference so today we had them sharing some math stuff. But we started talking about the thing they went to…a lot of them in the same group also went to the ICLC conference and they were talking about things that they had done similarly there and how they would adapt those to how the same activity could be adapted to ESL/ELL kids and I think they're just starting to think more that way.
8.	Pre-post test	2	E: what we wrote into the grant-you know-some ways that we could evaluate the whole process of actually-you know-training teachers and then having them go out and actually do the practices that they're being trained to do. And what we would do is actually do a follow-up. We would do a pre-test and then we would do a post-test, so we would pre-test them when they first came into our program to do the ESL courses and this would be with undergraduates as well. And then, once they complete the ESL courses and they would take those back to the school, so how are they embedding them in the work that they do? So, we have not come up with a measurement yet.

Table 83 contains various suggestions for how to measure and evaluate candidates' regarding their skill and knowledge of working with ELLs. This information will be used to inform the next phase of this evaluation, which will include interviews with consenting candidates. Suggestions have also been solicited from the TQELL lead team.

Educators were asked what type of knowledge or skill might change in teacher candidates; this information may help the evaluation in determining what might be amenable to change and what the evaluation should attempt to gather information. The fifth family contained quotes which consisted of these suggestions. This family contains six categories, which include 73 quotes. Exemplar quotes are included for each category; further details on select categories are provided following the table.

Table 83: *Candidates' changes, as reported by educators*

No.	Code	n	Exemplar
1.	TC preparation	34	E: I think it's very good to make them aware. I think we need to be careful, however, that we don't expect a pre-service teacher and a first-year teacher – that we don't expect them to have the same kinds of skill and knowledge base of an experienced teacher. They are just beginning. And they have so many things to grasp in a pre-service program that to be able to specialize too much in any of the special learning needs, I think, is asking too much of them. If they could just learn how to be good general classroom teachers first, with an awareness of the needs of – special learning needs – I think we've accomplished a lot. And then if they are motivated to continue learning, that's one thing. The other thing I believe – I'm not sure if this answers your question, but – I think if we teach people how to be – to use a good variety of strategies, the same strategies apply to all children and there are certain ones that are identified as specifically for students with special learning needs. But if they learn to use those strategies all the time because they help all children – and I think that's what we need to be helping them see.
2.	candidates' experiences with ELL	12	I: And do students at [IHE] typically have practicums and student teaching experiences that are in classes with English language learners? E: I would say increasingly so-yes.
3.	Techniques, methods, or strategies	10	E: What I see from my students is they like a nice combination of theory but also practical things. And so more than likely what they would want to come away with from, you know, conventions, conferences, and so on, is good ideas and teaching and group activities, partner activities, things like that, you know, would be very practical to them as they go into the classroom. Like, they don't have to dig up everything on their own but they've already been supplied with a nice – what do I want to say – file of, you know, things that they could do, you know, the right way. So that they just have stuff in the back of their minds that they can pull out and use. So, I think that's probably like what they would like to come away with is more practicalities on teaching and listening to teaching experiences of others.
4.	Candidates are more confident	7	E: I think they've been pretty effective. Even if it's just getting them to think about it some, I think that's good. Because they're going to be hit up against the head with it when they go into their classrooms. And so, we do a lot of discussion and a lot of...they talk about their fears of having ELLs in their classroom. And I think when I show them the video and they hear the teachers talking about how they were afraid and how it really is ok, it relaxes them some. So they're not so frightened and therefore-I think-will treat the students better. You know-not with kid gloves but like kids.
5.	Candidates have a hostile attitudes to ELLs	6	E: Empathy and things like emotional, you mean? I: Uh-huh. E: Yes. We work on...and that is where we find difficulty because a lot of them-"These kids are in Iowa. They're in the state...They need to speak English"-blah, blah, blah, blah. Well--we have that attitude a bit. I think it's because of our population from rural, small town-drawing from that area. But we're really trying to develop this-it just goes hand in hand with the multicultural human relations piece. And we had some folks that were

No.	Code	n	Exemplar
			very, very upset that they couldn't turn in-you know-undocumented children. I: Oh, wow. E: And so-that came out. I: Wow! There's some attitude change, there... E: Yeah-and, you know-you know-it wouldn't have come out 3 years ago that they couldn't do that. So I'm really kind of glad we're addressing that issue right now and understanding the confidentiality laws further and...
6.	Candidates don't think they will have ELLs	4	E: I think it's really important-I guess-for the mainstream teacher who's just getting certified to know that this is an issue because over and over my colleagues and those students that I come into contact with-they just don't think it's an issue. They don't think they're going to have English language learners in their classrooms. So, I think the more we can do to make them aware that this is a reality, the better.

Educators were asked if they have evidence of the extent to which their instruction has been effective for candidates' future work with ELLs. The sixth family consisted of the nature in which some educators proposed candidates had received effective or useful training regarding ELLs. This family contains six categories, which include 69 quotes. Exemplar quotes are included for each category; further details on select categories are provided following the table.

Table 84: *Changes and impacts of educators' changes*

No.	Code	n	Exemplar
1.	Awareness	21	E: It's not something you have to bring to kids' attention the way we did two or three years ago. That's part of their education now and they really think about that.
2.	Conferences	15	I: How do you think the students who go to the two TQE's-the ICLCs-and the summer things-how do you think they would be different than your students who have a more minimal presentation? TE: Well, they're going to have a lot more skill level. They're going to have a higher skill level. They're going to have been to the workshops. They're going to have made the connections with other people. They're going to have that network already kind of built up so that when they go into their classrooms they have those resources readily at their fingertips.
3.	ESL endorsement	12	I: Do you have an idea of how many of your students get a fairly good practice in the classroom of working with English language learners? E: Ooooh...Right now, very few. I: Ok. E: And that's why we're pushing for this ELL endorsement is because-you know-we see a need for it and we want to...and-you know-we're hoping this Polycom can help out, too, where we can actually have it hooked up to a classroom in Postville and-you know-or wherever. And then, also-you know-hopefully-with the endorsement down the road, then that would help out, too, and they would take some placements for us. We really compete up here-I don't know how it is down there-we really compete for placements in Northeast Iowa to send the students out to.
4.	impact – effective	11	E: I'd say they've been very effective. What we've been doing has been working. I know they're going to say it's not enough! You know?
5.	All teachers need to learn about ELLs	7	E: And I think the biggest change-I mean, really, honestly is that the focus when we started was on training ESL teachers for ESL positions and now that really has changed to training classroom teachers for ESL students.
6.	Impact of TQELL	3	I: And the changes that you've made-do you attribute that to being part of this project? E: Yup. Yup.

4.5.3 Findings regarding candidates' motivation to learn about working with ELLs, 2008 ICLC

Eighteen candidates answered the eighth open-ended question, which asked:

> How has your involvement in TQELL (participation in the ICLC and/or Our Kids) affected your motivation to learn more about teaching ELLs?

Table 85 lists the categories used to organize the 11 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 85: *Candidates' motivation to teach ELLs*

Category	Response Frequency
Increased personal awareness, openness	5
Learned strategies to implement	5
Networking, experiences of teachers	4
Increased motivation generally	3
Research	2
Other	1

All responses in some way indicated that candidates had increased motivation following participation in TQELL. Five responses indicated candidates were more open to the struggles of ELLs and more generally aware of diversity. Some example statements include:
- *I am more open to diversity & more knowledgeable about [the] struggles [of ELLs]*
- *It has helped me to be more open to ELLs in the classroom*
- *I was very unknowledgeable about [ELLs] struggles. This has helped a lot.*

Another five responses indicated candidates intend to implement strategies from the conference. Some examples include:
- *It has given me so many ideas, techniques I can't wait to apply in preparatory courses and the real world.*
- *I love how many of the strategies used for ELL students work/overlap with sp. ed students & almost all classroom students!*
- *This has been an interesting experience and I'll take what I've learned into my classes.*

Four responses mentioned that networking and hearing the experiences of other teachers was motivating. One candidate wrote, "being able to hear from other teachers is always motivating!" Three responses mentioned a general increase in motivation; for example, one candidate wrote "I have more motivation to teach ELLs." Two comments indicated candidates were more motivated to keep up on and possibly conduct their own research. One candidate wrote "This is my first year and several presenters such as Dr. Garcia's work has sparked my interest & given me ideas for future research." One other comment provided a general comment about providing a fair education to all students.

4.5.4 Findings regarding educators' motivation to learn about working with ELLs, 2008 ICLC

The seventh open-ended question on the 2008 ICLC educator survey, asked:

> How has your involvement in TQELL (participation in the ICLC and/or Our Kids) affected your motivation to learn more about teaching ELLs? Please explain.

Seventeen educators responded to the sixth question, giving a total of 17 responses. Table 86 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 86: *Educators' motivation to teach ELLs*

Category	Response Frequency
High or increased motivation	13
Need more information, experience	2
Other comments	2

Thirteen responses indicated educators were highly motivated or had increased motivation to learn about teaching ELLs. Some example statements include:

- *I plan to continue my learning about ELLs and methods of effectively teaching them.*
- *I am very interested in learning all that I can – attending more conferences to help do this.*
- *I think I'm naturally empathetic, but talking to and working with a variety of ELLs has made me much more passionate about learning more.*
- *Increases my motivation to learn more strategies*
- *TQELL is a good motivator and networking conduit. I go to session and broaden my understanding of different areas such as academic language versus conversational language or new reading strategies.*

Two responses indicated educators needed more information or experience, without commenting on motivation. There were two other comments; one indicated that the mandated TQELL sessions at the ICLC limited the educators learning and the other was a comment that ELL instruction benefits everyone.

4.5.5 Findings regarding candidates' motivation to learn about working with ELLs, candidate interviews

Teacher candidates were asked in what ways participating in the project affected their motivation to learn more about teaching ELLs.   Three teacher candidates said that being part of the project was their first opportunity to be treated like "a professional" and that was motivating for them. One interviewee said, "I haven't had any other professional classroom experience, so I was just soaking everything in. I was just buying into all of it." Others said that being with their professors and other students was an important part of that experience in motivating them. One teacher candidate said, "Being able to go to the conferences with her *[professor]* has also strengthened my relationship with my professor. I have made friendships throughout my time not only with people in the field, but also students that I go to school with."

Two students said they were already motivated partly because they were also ELLs during school, but were further motivated by the project because they saw ways that new teachers can be better teachers of ELLs.

Other reasons given for increased motivation to learn to teach ELLs included:

- Understanding that good teaching for ELLs is good teaching for all
- Motivated to do research to help new teachers of ELLs
- The conferences provide a good combination with practicum and student teaching experiences
- Emphasized the importance of learning to teach ELLs because of increased numbers of ELLs in Iowa schools

- Helped teacher candidate understand more about the problems she was observing in the classroom – what seemed like learning problem might be language problem
- Made more aware of the additional skills you need to work with ELLs

One teacher candidate said, "I am from a small town and I didn't realize how prevalent it was becoming. Especially learning statistics and what is projected for the future as far as the number of ELL students in a classroom and I think that really motivated me to learn more about it." Another candidate said, "I have become more aware of things I see in the classrooms. I see how they connect to things that they talked about during the conferences and I just think I have become more aware of what is going on with them and stuff so then I know that it is more of a language thing then a learning thing."

4.6 Q6 Findings
The sixth evaluation question asked, *how might the TQELL component be improved in Year Three?* The responses to this question mentioned specific sessions that could be improved, additions to the list of topics addressed, groups dedicated to preservice teachers, and different scheduling. They also mentioned more real life examples and demonstration classes with ELLs. Candidates and educators suggested various improvements, including suggested topics for sessions and the ability to choose their own sessions at conferences. One of the biggest challenges for the TQELL lead team is to address how the diverse needs of the educators and candidates, whose experiences with ELLs range from none to several who have high levels of expertise.

4.6.1 Findings regarding candidates' feedback for program improvement, ICLC 2007
The second, third, and seventh question on the 2007 ICLC survey offered candidates an opportunity to provide feedback for program improvement. Nineteen candidates responded to the second open-ended question, which asked:

> *What has been least valuable to you?*

Table 87 lists the categories used to organize the 24 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 87: *Candidates' categories and frequencies of responses in each category to the question, what has been least valuable to you?*

Category	Response Frequency
Certain sessions, aspects of sessions	7
ISU panel	5
Refugee presentation	4
Keynotes	2
Vendors	2
Nothing	2
Other	2

The largest number of responses indicated certain sessions or aspects of sessions as least valuable. Comments specifically identified Dr. Long's seminar, presentations read from PowerPoint or that were not hands-on, the length of sessions, and sessions that promoted products. Other comments included that the Monday afternoon sessions should have been a pre-conference and that not being able to choose which sessions to attend was least valuable.

Five responses identified the ISU panel as not applicable to a pre-service audience. Four responses indicated that the lecture on refugees in Iowa was least valuable. In the next category, one response identified the second keynote as least valuable and one response indicated that keynotes that were not applicable to elementary were least valuable. Two responses indicated vendors. Two responses indicated that everything was valuable or that nothing was least valuable. Other responses indicated lunch and the job fair.

Nineteen candidates responded to the third open-ended question, which asked:

> *What could have been done to make this experience better for you?*

Table 88 lists the categories used to organize the 30 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 88: *Candidates' categories and frequencies of responses in each category to the question, what could have been done to make this experience better for you?*

Category	Response Frequency
Choice of sessions	8
More strategies and practical information	6
Focus of sessions	5
Information received before ICLC	3
Repeating sessions/session notes	2
Practical considerations	2
Nothing	1
Other	3

The largest number of responses indicated participants would like greater choice of which sessions to attend, including being able to choose between concurrent keynote addresses. The next largest category indicated that teacher candidates would like to have learned more practical information and more classroom strategies. Five responses related to the focus of sessions. Suggestions included having more sessions geared to pre-service teachers, more hands-on activities, more sessions on science and math, more information on instructing young ELLs, and more information about teaching English abroad and on counseling immigrants and refugees in the United States.

Three responses related to information received prior to the ICLC. Suggestions included distributing synopses of seminars to aid in team planning, informing participants that they should bring money for vendors and resumes for the job fair, and helping participants determine which sessions would be most beneficial given their needs. In the next category, responses suggested repeating sessions so that more people could attend them or providing notes from sessions to those who were interested but unable to attend.

Two responses related to practical considerations: one suggested taking the climate into account when scheduling the ICLC, one suggested making provisions for a two-hour snow-delay in the event of inclement weather. One response indicated the participant had no suggestions. Other suggestions included improving the job fair, summarizing Dr. Long's presentation in a brochure, and making "a separate schedule for easy reading."

Seventeen candidates answered the seventh open-ended question, which asked:

> *Do you have any other comments or suggestions?*

Table 89 lists the categories used to organize the 22 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 89: *Candidates' categories and frequencies of responses in each category to the question. do you have any other comments or suggestions?*

Category	Response Frequency
Session topics	6
Positive comments	4
Schedule	3
Food	3
Facilities	2
Criticism of ISU panel	2
Choice of sessions	2
Other	3

Within the first category, there were six suggested topics of interest. They included more math and science, gifted students, special needs, more specific models instead of general concerns, videos of ELLs, and hearing from ELLs themselves about what makes for successful learning. In the next category, positive comments included that participants hope to attend in the future and intend to encourage others to attend, that financial assistance made attendance possible, and that the Wednesday morning art seminar was the highlight of the conference.

In the next category, two responses requested that breaks be observed and one response requested that sessions end promptly as scheduled. Three responses related to food: one indicated that lunch both days was unfortunate and two complained that people who signed up for vegetarian meals were not able to get them. The next category related to the facilities, and comments indicated that it was frequently too cold to be able to concentrate. Two responses offered criticism of the ISU panel, including the statement that the panel "wouldn't be vital for students already in school." Two responses indicated participants would have appreciated the option to choose sessions.

Other comments included that the publisher booths were cramped, that the conference should not be held during the winter, that information about the grant should be provided up front, and that the Tuesday afternoon workshops should be held before the conference to provide background and to not take time away from attending more practical sessions.

4.6.2 Findings regarding educators' feedback for program improvement, ICLC 2007

The second, third, and eigth question on the 2007 ICLC survey offered educators an opportunity to provide feedback for program improvement.   The second question asked educators:

What has been least valuable to you?

Twelve educators responded to the second question, yielding a total of 13 responses. Table 90 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 90: *Educators' categories and frequencies of responses in each category to the question, what had been least valuable to you?*

Category	Response Frequency
Certain sessions or presenters	5
Food	3
Keynotes	2
Nothing	2
Vendors	1

Five response specified certain sessions or types of sessions as least valuable, including sessions geared toward adult education and large sessions without handouts, including Ron Long's session on scaffolding, and Lynda Franco's session on adult ESL programs. Other comments in this category included frustration with "the speaker from Washington" and the observation that having choice of sessions mitigated the fact that some of the sessions were less valuable.

Three responses indicated that the food was disappointing, that vegetarian meals were not available to those who requested them, and that the food was unhealthy. Two responses indicated that the keynote addresses were least valuable. Two responses indicated that nothing was least valuable or that everything had significant value. One response indicated the vendors and suggested increasing the product selection and diversity.

The third question asked educators:

> *What could have been done to make this experience better for you?*

Thirteen educators responded to the third question, giving a total of 13 responses. Table 91 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 91: *Educators' categories and frequencies of responses in each category to the question, what could have been done to make this experience better for you?*

Category	Response Frequency
Session offerings	4
Orientation	3
Choice of sessions	2
Facilities	2
Other	2

The category with the most responses related to the types of sessions offered. Suggestions included inviting more nationally known scholars, offering more "college-based" sessions, organizing a panel of ELLs in grades 7-12, and making the conference more useful to teacher educators by providing information about how "students 'get' issues in lang[uage] and lang[uage] acquisition."

In the next category, three responses suggested some form of orientation for first-time participants or higher education and community college participants. One response in this category indicated that basic background information about ELL legislation and understanding would be appreciated. In the next category, two responses suggested giving TQELL participants choice of sessions to attend. The next category related to facilities: one response suggested the conference center should have adequate nearby accommodation and one response indicated that the building was too cold and that lunch could have been improved. The other category included

one response that suggested better vendors and one response that indicated participants should consider how to implement change and suggested that a faculty member should be in charge of organizing ideas.

The eighth question asked educators:

> *Do you have any other comments or suggestions?*

Six educators responded to the third question, giving a total of seven responses. Table 92 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 92: *Educators' categories and frequencies of responses in each category to the question, do you have any other comments or suggestions?*

Category	Response Frequency
Scheduling	2
Topics	2
Facilities	1
Goals	1
Positive comments	1

Two responses related to conference scheduling: one suggested the two days be of equal length, the other complained that registration on Monday evening was not open as late as indicated in conference materials. Two responses related to topics presented: one requested information on legislation and political issues that have an impact on ELLs and their families; the other indicated that over-emphasis on classroom labeling resulted in the participant's students thinking that technique is more important than other strategies.

One response indicated the facilities were intolerably cold. In the next category, one response specified that the participant will be working on models for program improvement. Positive comments included that the participant enjoyed the publishers' exhibits and the artisan booth.

4.6.3 Findings regarding educators' feedback for program improvement, educator interviews

As described in previous sections, twenty educators participated in an interview in Spring 2007. Categories were developed from responses provided by these educators; the interview protocol can be found in Appendix C of this report. Results from the fourth family of categories are reported in this section.

The fourth family consisted of the comments, concerns, and feedback regarding educators' experiences in the TQELL project. Most educators provided this information when they were asked for additional comments regarding the project or its evaluation. This family contains nine categories, which include 45 quotes. Exemplar quotes are included for each category; further details on select categories are provided following Table 93.

Table 93: *Educators' comments, concerns, and feedback regarding TQELL*

No.	Code	n	Exemplar
1.	Positive comments	12	TE: I think it's a wonderful idea! I would say the workshop we went to last summer – The Our Kids – was one of the best workshops, most practical and helpful, that I've ever attended.
2.	Requests for increased clarity	9	E: I think this program, in a lot of ways, has been a real disaster as far as us having a clue – meaning the advisors of this – having a clue what this all really means in the big picture. I know when we signed up for this at the beginning it was – we filled out a thing that we intended to apply, and then all the sudden we were – this is when ICLC was dad a da – I mean, we were never given anything saying you've been accepted. We were never given anything. Not even the dean or anybody has never been given any kind of recognition of acceptance into the grant program and I just, I don't know, I feel like it's a real disorganized mess as far as administration goes. The students don't see that though, and I think that's good and fine.
3.	Suggested topics of interest	8	I: Have you had any instruction on that at the Our Kids and TQE? E: That's something I'm going to suggest. Tonight we have an ICN meeting to talk about topics for the Our Kids this summer. That's one of the things I'm going to suggest is this whole you know-confidentiality and the immigration piece of it. Because, you know, I need to be – make sure I am right on these laws!
4.	Frustrations at TQE conferences	6	E: I think, maybe what happened at ICLC was it became a venue for guidance and logistical information sharing more than content.
5.	Increase minority perspective	3	I: I have a lot more contact with students of color and that group I'm wanting to pull into-you know- J: Participating. TE: Participating because that perspective, I think, is missing. J: Right. TE: And I feel that-you know, there were several teachers of color at the Culture and Language Conference, including myself. But I see there's a need to definitely incorporate more teachers of color and administrators of color into the project. Because there's a tendency for that voice not to be heard. And there are some contributions I feel we have to make and a lot of times we don't get asked and we aren't viewed as having expertise, even though we have worked with students of color and white students and international students.
6.	Level of conference presentations	2	E: Last year at Our Kids, it wasn't…I don't know. It was a little…it didn't fit my needs because it above me. It was… I: Oh, Ok. E: It was linguistics and I didn't know how to apply it to my teacher prep program. I: Ok. E: Because I'm not an ESL teacher. I don't have an endorsement. I'm just a regular old content teacher. I: Right. E: And so they were talking about academic language and analyzing academic language and I understood it and I realize the importance but it wasn't something that I was going to be able to use in my class because I don't have time to go into that much depth. And my kids don't have that background either. I: Ok. I: Because we don't have the endorsement, so I don't think they knew their audience too well, or something or maybe…I don't think the expectations were communicated well as far as what I was expecting and what they were expecting me to want or…you know.

7.	Mentoring system	2	I: any suggestions other than this peer mentoring. TE: I think that would be great-I mean-if somehow the grant could allow for these students, because this person now can supervise, can give feedback, and professionally I think she's in a better position when she goes out to be a teacher here in Iowa, who will have this experience.
8.	TQELL performing an important service	2	E: I think it's been just a really great experience. I mean-our students-like I said-have...there's so many opportunities that pre-service teachers do not get to take advantage of. And I just think this is a great opportunity to involve them before they get out in the classroom for their first teaching job in real life. "Oh my goodness! I'm in over my head! I need some help!" So, I think we're going to have better prepared first-year teachers than we've had in the past. And so now I just think it's been a great experience and I guess just involving as many pre-service teachers as possible and being able to open up those teams maybe again to adding some more people.
9.	Candidates should start earlier	1	E: And I would think you could move that to be quite a bit younger. By the time they're sophomores, they know that they're going to do the ELL thing.

There were 12 positive comments related to the TQELL project; most of these simply indicated the project was well-done. Some more specific comments included:
- I must say that communication is very good. Karen Nichols does an excellent job of making sure we're updated and posted as to the various experiences that are available to us. So, I feel so far very positive that-you know-they're doing good things, they're communicating well.
- You know they had an orientation for the people that were new to the program, and those things I think are very helpful.
- [discussion about the simulation at Our Kids] But that was so impressive and I was explaining that to the students-you know-and describing it and I think they were-you know-that kind of pointed out to them that "Oh, yeah, I'd never thought about that...So, yeah, that was good. So little things you pick up like that-I think it's good to come back and share with the students.
- I thought the summer institute last summer, especially, was particularly well put together-you know-very well organized. I heard wonderful input from teachers-feedback from teachers about it. I think-I kept thinking "You know-this is great. Why can't...?" You know-it would be so wonderful if teachers could have this experience kind of routinely. I have a feeling it's kind of a flash in a pan. You know-it's not going to happen regularly. It probably doesn't happen in most states at all. But I just thought it was beautifully organized. I think people really felt like they got a lot out of it. I just heard lots of positive things. And I've read the evaluation, too. And it seems to reiterate what I heard from teachers.

There were eight quotes which asked for increased clarity of the TQELL project; some of these educators expressed frustrations regarding certain experiences. Some of the specific comments are listed below:
- I mean, that's exactly what it means to the students and me unless I, --and the other advisors at our school now that we have more teams--take it upon ourselves to make our students do something or encourage them to do something. I don't think there's any other connection at all except the two conferences, which are great and wonderful.
- Yeah, and maybe somewhere along the line I think it would have been helpful to all of us - and maybe not all of us, you can ask [name of colleague] there - that somebody got-if even a letter was sent out that said, "Congratulations, your student…" "this is what the program means," or "this is what our expectations are," or "this is what you should be doing as an advisor," or something like that cause I feel like my role is totally clerical.
- That has been the one negative. Just that whole feeling of not really ever knowing what's going on aside from these two conferences, and maybe nothing else, maybe there was never anything to go on, you know, but when I see the other advisors we all kind of get together and we're like, "Ok,

what are you doing at your school?" "Are you doing anything?" "Are we supposed to be doing anything?" You know--we don't have any real good feel for that.

- I guess I had an expectation when I went into this that there would be things that we were expected to do on campus or you know this group of kids would be expected to do something or other to demonstrate or to share their knowledge, and we've done that and I think people at other schools probably have too. I mean, we've set aside times or we've said between now and so and so everybody that went to the conference……needs to either do a presentation or--you know--that kind of thing. And we try to make opportunities for them to do that on campus if they're still here-- you know--with a group of students. I know, like, the one woman who's been out teaching, she did something with her faculty and things like that. But I guess I kind of expected that as more of a requirement - I don't want to say a requirement because then I'd probably be complaining because I had to do one other thing

- And I think these kids that are getting this opportunity--you know--they should have to have to show--I think--some kind of responsibility for sharing that information in some way.

- A little over a year ago when we first got together at the ICLC--well, we never got together but we thought we would--at the ICLC conference and I expected there to be a session somewhere, where all of these students and advisors would be pulled into one room and kind of, "Congratulations, you've been selected this is what this is going to look like. This is…" and that never happened.

There were eight quotes which offered suggestions for future topics to address at TQELL professional developments. Some of these suggestions included: bilingual education (candidates not aware that ELLs were losing their Spanish language); how to assess language proficiency in the students first language; Law (reporting for NCLB); technology – what's appropriate for teaching ELLs in elemenetary, secondary; and the social needs of ELLs. Some other, more detailed suggestions were:

- Well, something that has struck me when I filled out the evaluations-you know-the several times that I've done that-is that has to do with the social needs of English language learners. And the sessions that I've attended and-you know-I've pretty much gone to everything that's been geared to me. Or-and some that haven't. That really hasn't been addressed. Maybe there could be a couple of-a session even for teacher educators that would be-you know-the most important things for us to know-or something like that that we could incorporate somewhere into our curriculum. Because I'm not clear on that.

- That could be a session in Our Kids or at ICLC-just very basic here's exactly what the accommodations look like. Let's do it for having the kids write a paragraph. Let's do it for an oral presentation. Let's do it's for a science report. Let's do it for-you know-group work on an experiment. Let's-just over and over so that the professors would become comfortable in terms of what that differentiation looks like. And I know that last night I had a guest just observing and she's a professional development consultant for Des Moines public schools. And she said veteran teachers really struggle with how to differentiate.

- This session that I referred to earlier-you know-suggested multiple possibilities. And one of them was to offer like a course that would go from simple to complex-just to give a one-hour crash course on things that will be helpful....things that we know from experience, research, are things that teachers need to be doing in order to connect with English language learners. So that would be like a survival course-you know-how to...they didn't describe it in that way but...

The fourth category included quotes that detailed frustrations involved at conferences. Frustrations rose from getting too much logistical information about the grant and not enough content at the 2007 ICLC and not being able to choose sessions at the ICLC and at Our Kids. There were three quotes addressing the need to increase the involvement of participants who are not Caucasian. According to these quotes, the voice of this group was underrepresented: "we have a majority of white educators in the state and across the nation, who are working with diverse populations of students who have culture and language as issues that need to be addressed in terms of instruction. But there's a population of teachers of color who have a perspective

about those teaching strategies, the knowledge that all teachers can benefit from – [but] rarely are teachers of color asked."

4.6.4 Findings regarding candidates' feedback for program improvement, candidate interviews

Suggested ways to improve project

Teacher candidates were asked what they thought could be done to improve the TQELL project. Several common themes emerged in the responses: more interactive conference presentations, more choice of conference presentations, and better communication about grant activities and expectations. Four teacher candidates thought that more of the sessions needed to be "hands on" and more interactive. One interviewee said, "A lot of the sections were, like, just listening to the speaker. It would be nice to do 'hands-on', that way you experience the activity and you know exactly what's going on instead of just listening and taking notes."

Three teacher candidates said that they would have gained more from the conferences if they could choose the sessions they attended and if there were more choices in general. One teacher candidate said, "It was very repetitive. So maybe having more choices of places you could go or what you can see." This idea was echoed by people who felt that sessions did not meet their specific needs. One teacher candidate said that there were not enough relevant sessions for people who are still early in their teacher education. Another teacher candidate said the choices for people who are planning to teach at the secondary level were also very limited.

Two teacher candidates said that there were problems with communication concerning the grant. One teacher candidate said that information about what was happening was always last minute and that there were problems with understanding what was required to receive reimbursement for conference attendance expenses. Another teacher candidate said that expectations for teacher candidates who participated in the grant were never made clear.

Two teacher candidates said they did not have any ideas for improvement – they thought it was great. Other ideas for improvement mentioned by single teacher candidates were:
- Invite conference vendors who have more research-based materials
- Improve the job fair
- Our Kids conference was too rushed
- More sessions on how mainstream teachers can work successfully with ESL pull-out teachers and with translators

One teacher candidate said it really bothered her that most speakers at the conferences talked about ELLs as if they were all of a different *race*, when the population that she had worked with most often were Bosnians, who are Caucasian and perhaps some of the concerns for working with them are different.

Additional support and ideas about preparing teacher candidates for work with ELLs

Teacher candidates were asked two additional questions concerning what kind of additional support they would need to work with ELLs, and if they had any other comments about preparing teacher candidates to work with ELLs. The responses are pooled for these questions because not all candidates were asked both questions and their responses to both were similar.

Five teacher candidates mentioned the importance of ongoing professional development or ways to learn continually about new strategies in teaching ELLs. One teacher candidate said, "You could never have enough strategies, enough tools in your toolbox….I think that is instrumental

for conferences…to bring you out of your comfort zone and to maybe bring you into something that maybe isn't quite comfortable so that you can stretch and grow because that is how we grow." Another interviewee said, "Just to continue to go to conferences because they are really good for all subject areas and not just for ELL learners but all learners."

Two teacher candidates said that the most important thing was to get teachers candidates into classrooms, to allow them to have as much actual experience as possible. Other ways that teacher candidates would like to be supported included help:
- With finding more resources
- With where you can go with specific questions
- Iin setting realistic expectations for ELL students
- With learning how to differentiate instruction in specific areas
- In addressing people's attitudes about immigrants and their speaking of English
- In getting teachers to work together to teach ELLs

A teacher candidate said that during her practicum experience, she found out that a student who was an ELL was in both Special Education and ESL classes, but the teachers never collaborated to help the student learn.

4.6.5 Findings regarding candidates' feedback for program improvement, ICLC 2008
Sixteen candidates responded to the second open-ended question, which asked:

> What has been least valuable to you?

Table 94 lists the categories used to organize the 20 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 94: *Candidates' responses and frequency of responses to the question, what has been least valuable to you (ICLC 2008)*

Category	Response Frequency
Lack of classroom connection	7
No new knowledge gained	5
Unprepared, unknowledgeable presenter	2
Uncontrollable factors	2
Schedule	1
Research information	1

The largest number of responses indicated certain sessions that lacked a connection to the classroom as least valuable. Most of these comments were general, such as "I would like to see more practice to take with activities." One comment specified that a session was interesting but did not provide applicable information: "For my practice, the Little Brazil has the least impact; however, it was very neat and exciting and was a cultural experience to put into perspective when working with children and their families."

Five responses cited as least valuable the sessions where no new knowledge was gained, which included four specific comments:
- *Iowa Public Television – I thought they would go into more detail of what they have to offer. They only reviewed what I was able to find on my own on their website.*
- *The presentations were the same as last year and weren't as useful but provided different resources.*

- *The accessing & assessing prior knowledge didn't seem like new presentation research. Anyone w/ teacher certification should know about everything presented.*
- *Presentation on basic observations in the classroom, no new knowledge learned from these.*

Two comments cited unprepared presenters, with one stating, "some sessions I attended were unprepared with very shallow [information]." Two comments cited factors that were out of anyone's control – the weather and the "poor attitude from listeners". One response indicated the schedule did not allow the participants to attend interesting sessions scheduled at the same time. One response indicated research information was the least valuable.

Nineteen candidates responded to the third open-ended question, which asked:

> What could have been done to make this experience better for you?

Table 95 lists the categories used to organize the 19 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 95: *Candidates' responses and frequency of responses to the question, what could have made this experience more valuable for you (ICLC 2008)*

Category	Response Frequency
More classroom connections, hand-on activities	4
More research, "substance," in sessions	4
Logistics	4
Offer sessions multiple times	2
Make sure presenters are prepared	2
Have warmer rooms	2
Provide more elementary ideas	1

Four responses asked for more classroom connections in presentations and for more hands-on activities during the sessions, including opportunities for participants to see practice in action. Another four responses cited a need for more research, or "substance," in the sessions. For example one such response was: "some presentations provided no scholarly evidence & would've been strengthened much more w/ such evidence." Another four responses centered on logistics, including scheduling and the following, specific comments:

- Have someone put a "closed" sign on doors at 15 minutes in [to the session] to prevent interruptions / coming & going [of participants]
- I was lacking in information on the conference / TQELL ahead of time (expectations / logistics)

Two responses mentioned each of the following: a suggestion to offer sessions more than once, ensuring the presenters are prepared, and having warmer rooms. One response requested more elementary ideas. Another response provided a positive comment, but not suggestions for improvement.

Nine candidates answered the seventh open-ended question, which asked:

> Do you have any other comments or suggestions?

Table 96 lists the categories used to organize the 11 responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 96: *Candidates' responses and frequency of responses to the question, do you have any other comments or suggestions (ICLC 2008)*

Category	Response Frequency
Positive comments	5
Suggestions for improvement	5
Other comment	1

Five responses provided positive comments, including "Fantastic!" "very good conference and presentations," and "broad coverage which was awesome!!" Five comments gave suggestions for improvement, including:

- *Make sure the keynote [speakers] are practical, not just sharing theories* [this candidate later stated the key notes at the 2008 conference were enjoyable]
- *I just think that if sessions were offered at different times then you could see more of what you want to see.*
- *I think all presenters should have to submit presentation/ scholarly work before the conference to make sure it is fairly new & scholarly work.*
- *More hands-on activities*
- *Make the presentations more interesting*

The other comment stated: "I hope my kids are better."

4.6.6 Findings regarding educators' feedback for program improvement, ICLC 2007

The second open-ended question on the 2008 ICLC survey asked educators:

What has been least valuable to you?

Fifteen educators responded to the second question, yielding a total of 16 responses. Table 97 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 97: *Educators' responses and frequency of responses to the question, what has been least valuable to you (ICLC 2008)*

Category	Response Frequency
All was valuable	7
Specific sessions	3
TQELL session	2
Presenters reading PowerPoint	2
Restricted focus	1
Repetition of discussions	1

Seven responses indicated that everything was valuable; for example: "All I have chosen to participate in has been valuable," or "I believe I've taken from every session." Three responses cited specific sessions that were the least valuable, including the day 1 keynote speaker and some of the specialized sessions (math and science). Two mentioned the TQELL session, indicated there were another session the educator wanted to attend at the same time. Two mentioned presenters who read from the PowerPoint presentation. One response indicated there was a

restricted focus: "The heavy emphasis on the Hispanic aspect and lack of sessions on other cultural groups." One response indicated a repetition of discussions: "Sometimes we rehash the same questions [and] issues."

The third open-ended question on this survey asked educators:

What could have been done to make this experience better for you?

Thirteen educators responded to the third question, giving a total of 13 responses. Table 98 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 98: *Educators' responses and frequency of responses to the question, what could have been done to make this a better experience for you (ICLC 2008)*

Category	Response Frequency
Feedback, demonstration sessions	3
Weather	3
Indoor temperature	2
Networking	2
How to teach a third language	1
Fewer required TQELL sessions	1
It was fine	1

Three responses indicated a desire to have more feedback sessions and/or sessions that explicitly demonstrate various strategies. The three include:
- *A session highlighting how teacher educators have incorporated knowledge gained from the conference, Our Kids, and Mexican Immersion into their classes would be helpful.*
- *I would have liked to have done more participatory activities or seen more demonstration of teaching activities.*
- *Feedback sessions w/ unsure teachers.*

Three responses mentioned the weather, which resulted in some educators missing sessions, driving in dangerous conditions, and not being reimbursed due to weather-related problems. Two responses indicated the indoor temperature was uncomfortably cold and another two requested increased opportunities for networking. The two networking suggestions were:
- *A networking board where teacher can make contact w/ other teachers or ask questions others may be able to answer. A large bulletin board.*
- *More networking time (better this year)*

One response requested more information on how to teach a third language, another mentioned having less required TQELL sessions, and one indicated everything was fine.

The eighth open-ended question asked educators:

What questions do you have regarding the Polycom technology?

Twelve educators responded to this question, yielding a total of 16 responses. Table 99 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 99: *Educators' responses and frequency of responses to the question, what questions do you have regarding the Polycom technology*

Category	Response Frequency
Technical	3
School partnerships	3
Broad lingering questions	3
No questions	3
Scheduling	2
Purposes of use	2

Three responses posed technical questions, including how to record and rebroadcast and whether it is possible to observe through the computer using the internet. Three questions were about school partnerships, including "how do you conduct or know which schools have this to share with them?" Three had no questions and three had broad questions following the session, including:

- [I have a question about] pretty much everything. I just attended the workshop so hopefully we'll get it up and running soon.
- Is the DE going to facilitate the implementation of the project in a <u>practical</u> sense (<u>not</u> with the largely useless ICN sessions & veiled threats about reports)?

Two questions were about scheduling, including the difficulty of scheduling with classroom teachers and requests for information or suggestions on how to deal with scheduling issues. Two questions were about how to best use the Polycom, or what are the best practices.

The ninth open-ended question asked educators:

Do you have any other comments or suggestions?

Four educators responded to the third question, giving a total of four responses. Table 100 lists the categories used to classify the responses and the number of responses in each category. A brief narrative description of the responses with additional detail about typical elaborations within responses follows the table.

Table 100: *Educators' responses and frequency of responses to the question, do you have any other comments or suggestions (ICLC 2008)*

Category	Response Frequency
Positive comments	2
Other comment, question	2

Two responses were positive comments, such as "thank you for your support." The other two responses included a comment and a question:

- *What specific knowledge classes should teacher educators present/address in college teacher preparation courses?*
- *TQELL reimbursement process have to be streamlined – in fact, teacher candidates expenses should be paid up front by the DE.*

5. COMMENTS, DESIGN, AND NEXT STEPS

The U.I. Center for Evaluation and Assessment has acquired a small list of candidates willing to participate in a case study, who have become or will soon be an in-service teacher. The purpose of the case study is to examine the nature of candidates work with ELLs, possibly compared to cases with in-service teachers with a similar level of experience and education but who did not participate in the TQELL project. The evaluation team is currently reviewing observation protocols suggested by the TQELL lead team and will finalize these details prior to the 2008-2009 school year. It is the goal of the evaluation team to continue gathering information on candidates as IHEs continue to add students to the project and as participating candidates become in-service teachers.

In addidtion, the evaluation team will incorporate the Polycom technology into the Year Three evaluation. The Polycom may be used by the evaluation team to conduct classroom observations of TQE candidates who have become teachers, depending on the collaboration between the IHEs and the LEAs who received Polycoms. The evaluation team has already attended two meetings regarding the Polycom technology and has a list of Polycom recipients, including one IHE that has already started using the technology. Prelimiary information on Polycom use was gathered as part of the ICLC 2008 teacher educator survey.

Finally, the evaluation team will continue to evaluate the professional development opportunities and the candidates' and educators' experiences regarding those opportunities. Professional development opportunities in Year Three will include a modified ELL Summer Institute, which will take place in July at UNI. Evaluations of professional development will use methods similar to that of the first two years, including surveys and participant observations.

The TQE project staff has requested and received a one year no-cost extension. The University of Iowa Center for Evaluation and Assessment will propose evaluation activities for Year 4 to the TQE project staff. Additional evaluation activities may include a utilization component, given the small (to zero) feedback the evaluation team has received from project stakeholders. See the discussion under the metaevaluation component of this report (6. METAEVALUATION).

6. METAEVALUATION

All aspects of this evaluation are subject to quality control and assurance procedures informed by the *Program Evaluation Standards*, http://www.wmich.edu/evalctr/jc/, and the *Guiding Principles for Evaluators*, http://www.eval.org/Publications/GuidingPrinciples.asp. Throughout the project, the U.I. Center for Evaluation and Assessment evaluation staff has been conducting internal metaevaluations of this evaluation in order to improve the quality of TQE, Goal 2 evaluation activities. Metaevaluation during Year Two focused on the usefulness of the evaluation results to various stakeholders.

There is some evidence that the evaluation results have been utilized by the TQELL lead team, though it is important that other stakeholders, including educators and candidates, have additional opportunities to review and provide feedback on the accuracy, usefulness, propriety, and effectiveness of the evaluation. During Year Two, the evaluation team provided reports to the TQELL lead team on May 10, 2007 and at the TQE meeting on June 8, 2007. All participants at both meetings were given the URL to the full report and were asked by the evaluation team to provide feedback by the end of June. No feedback was received. Teacher candidates were provided the URL to the Year One report at the end of the fall 2007 online survey. One educator reported, during an interview, reading at least parts of the report.

It is not known why little feedback has been received, since various stakeholders were provided access to and information on how to access the full report, which are currently posted on the Iowa DE website (http://www.iowa.gov/educate/content/view/1046/1163/) and the U.I. Center for Evaluation and Assessment website (http://www.education.uiowa.edu/cea/professional_dev.htm). During Year Three, additional activities should be implemented to encourage stakeholders to provide feedback on the report or why there is a lack of feedback.

Internal meta-evaluations will continue through Year Three of the project. The results of this effort and recommendations and actions for improvements will be included in the annual evaluation report. Readers and intended users of this report are encouraged to send their comments on the usefulness, accuracy, propriety, fairness, efficiency, and effectiveness of this evaluation work to the Center Director, Don Yarbrough at d-yarbrough@uiowa.edu. We thank you in advance for contributing to our goals for high quality in this and all our work.